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EDUCATIONAL NEWS

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PORTLAND 1866

Bringing the Christmas Mail to California—1866

CALIFORNIA TEACHERS ASSOCIATION

California Teachers Association

Why I am a Member

CALIFORNIA Teachers Association is the only state-wide professional society which unites teachers of all grades and subjects, into a working organization. Its main endeavor has been the advancement of professional ideals and the proper development of California's most prized product—her children. It provides the surest way for teachers and friends of education to exert influence on school problems. Every State has such an association.

Foremost in the Association program over many years has been the insistence upon professional interests and activities. State-wide committees and conferences of the Association, working with Section leaders, have co-operated in every major educational advance and progressive front.

The Association initiated Amendment No. 16, which the voters wrote into the California Constitution, thereby fixing public education as the first charge upon the State treasury. This insures high standards of service to school children and good living conditions for teachers.

California has a strong, workable tenure law, a law for which this Association is directly responsible. The Association advocates improved professional ethics and standards.

Through the Association, rural supervision has been established and retained.

California Teachers Association inaugurated the laws by which teachers are entitled to receive salaries during illness and retirement salaries upon completion of service.

At each successive Legislature, the Association has fostered good school

laws. A great service of the Association has been the defeat of bad legislative proposals.

a. California Teachers Association has fought successfully for the retention of free adult courses.

b. The Association has defeated persistent efforts to deprive school boards of their right to fix and administer school budgets.

Sierra Educational News, official magazine of the Association, goes to every member. It is the oldest professional journal in the West, with the largest circulation and with high national rating.

Public Relations activities inform the general public of current matters of interest and are important in maintaining good school conditions. The Association, to diffuse a better understanding of the schools, has field workers, radio programs, and state-wide newspaper publicity.

Through its Placement Service, with offices in Los Angeles and Berkeley, the Association has assisted its members, on a non-profit basis, to obtain suitable positions at minimum expense.

The loan funds of California Teachers Association have aided deserving members to meet unusual obligations.

The Research Department has issued many statements and bulletins on major educational problems.

The Legal Department provides Association members with authoritative opinions on matters of school law.

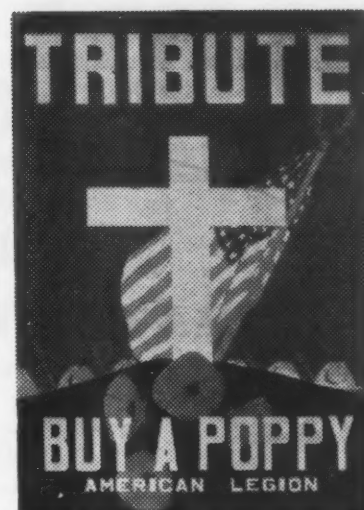
Every teacher in this State should belong to California Teachers Association. Join now!

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Poster Contest

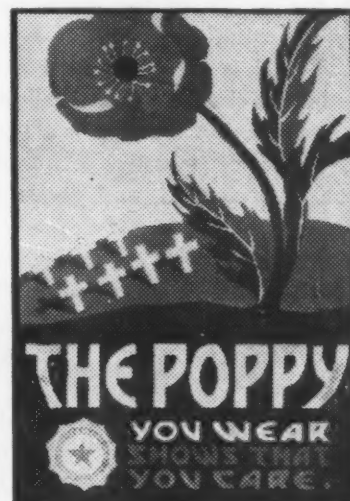
Of the American Legion Auxiliary

ANATIONAL poster contest for pupils, fourth to twelfth grades, will be conducted again by the American Legion Auxiliary with the Legion and Auxiliary memorial poppy as the subject. Posters will be required to depict the spirit and purpose of the poppies, which are worn on Poppy Day each year to honor the World War dead and to raise funds for aid to the War's living victims, the disabled veterans, widows and orphans.

Local contests will be conducted by local Units of the Auxiliary in co-operation with the schools of their communities. These contests will close **May 10**.

The winning posters will be entered in state contests to be held at the state conventions of the Auxiliary during the summer. State winners will be entered in the national contest at the national convention in New York City next fall, 1937.

One hundred two posters from 38 states were entered in the national contest at the national convention in Cleveland last September. Honorable mention was won by Mary Ruth Farnsworth and William Kaemper, of Glendale, California.



TRAVEL SECTION



TRAVEL TAPESTRIES

Henry Miele, Los Angeles

VIVIR para ver—live and see—urges the Spanish proverb. Rather it should read Viajar, vivir para ver—travel, live, and see. With new vistas unfolded living becomes a revitalized experience, and seeing grows into a keener appreciation. Actual contact with strange lands and stranger peoples is the consummation of all the thrills enjoyed so vicariously in Bookland and Travelogue.

Travel to the truly wise is not confined in its content to what is actually seen; nor is it mere delight in the physical beauty of line and proportion. It is the "inner eye," the "seeing eye," that opens the tiny shutter and leaves the indelible imprint on the sensitive plate.

In kaleidoscope moves the immortal past with its eternal relics of feminine loveliness and masculine solidarity; firsthand contact with the masters of old awakens a new vitality and energy even in the most prosaic. The living present stirs the workaday soul from its lethargy; habitual routine takes on new and better meanings.

Yet the desire to travel and to see is not sufficient. He that would bring back the wealth of the Indies must carry the wealth of the Indies with him. Travel is what we make it: a mere bolt of cloth, no doubt well-spun and practical, but tedious, or a handsome piece of tapestry, exquisitely woven and pictorial, and above all, inspiring.

It requires so little energy to reach across the arm of a chair and select a book—perhaps one of Clara Laughlin's *So You're Going to . . .* or William Lucas's *A Wanderer in . . .*

In the soft glow one can enjoy the Abbe children in their eleven-year trip around the world, or one can do Europe with Don Herold. Dr. D. E.

Lorenz has written excellent travel books. Richard Haliburton's romances are always thrilling. One can't go wrong on the Muirhead Blue Books and the Baedekers.

Novels with a geographical and historical background are always interesting: Crawford's tales of Italy, Pearl Buck's stories of China, Stevenson's *Travels with a Donkey*, or Mark Twain's *Innocents Abroad*. Have you read Charles Finger's *Seven Horizons*? These are only a few suggestions.

The public library is rich in books which will lend color and inspiration and significance to each and every place which is now only a mark on the map. They are yours for the asking.

Ah! There is no greater pleasure than one feels upon entering an unfamiliar country with one's knowledge and imagination prepared for the sight of new and wonderful objects, with a thousand memories of the his-

tory and fanciful descriptions in one's head.

Thus the richest heritages of the world of art yield their beauty and power to the discerning traveler who finds that their charms have not diminished with the passing of centuries.

When one gazes for the first time on such works, one experiences in its fulness the sense of gratitude which we owe to the masters of the beautiful who have made the world precious by their creations.

The modern development of organized travel, exemplified by carefully-planned tours, have proven a boon to the wistful adventurer desiring to compress the fascinating pageantry of a European or Oriental holiday into one short summer. They offer the advantages of expert guidance, group buying-power, delightful companionship and efficient execution plus complete freedom from the worries of travel—at a fixed predetermined cost.

With the mind free from care, one presses forward and finds a field for enjoyment in everything—passing from curiosity to curiosity, from pleasure to pleasure without a thought in the world.

Day after day will bring other delights in the pleasantest manner possible and one returns home with an enriched experience, a broader outlook and a new sophistication gained from an intimate contact with Old World culture and life.

● *As children the world over, so the children of Japan are willing to linger before the displays of street vendors, especially when toys are the merchant's chief article of trade.*



Hawaiian Words

Clifford F. Gessler, San Francisco

SEVEN of our states—Arizona, California, Colorado, Florida, Montana, Nevada and Oregon—derive their names from Spanish histories.

Twenty-one lyrical names of Indian derivation are Alabama, Arkansas, Connecticut, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Nebraska, the Dakotas, Ohio, Oklahoma, Tennessee, Utah, Wisconsin and Wyoming.

From Okeechobee in Florida and Mattamwamkeag in Maine to Walla Walla in Washington and San Diego in California, Indian and Spanish words designate cities, counties and natural phenomena such as rivers, lakes and mountains.

But nowhere else in the United States has the former or historical language of the locale impressed itself upon the present as in the Territory of Hawaii. In daily talk all residents of the territory continually utilize expressive native Hawaiian words and phrases.

A visitor unconsciously eavesdropping upon a boat-day conversation in Honolulu would be puzzled to hear "I've got too much hana and can't make the dock by Sarah's sailing time. Kokua me and beg her not to be huhu. Give her a lei, an aloha honi and tell her me ka welina pau ole." It makes sense; hana means work, kokua means help or do a favor, huhu is angry, a lei is a garland of flowers to be hung around the neck, aloha honi is a farewell kiss and me ka welina pau ole expressing undying, never-ending affection. It is perhaps the deepest of farewells.

During dance-night under the stars at the Waialae Country Club two glasses will click as an obligato to the words Okole maluna. They mean Bottoms up! Turning to his partner the man will say "Shall we dance this one, kuu ipo?" And the fact that Harry Owens has written a song by that native name played by his Royal Hawaiian orchestra does not prevent it meaning my sweetheart. After the music stops the applause will be accompanied by cries of "Hana hou!" and so the orchestra will make it again, give an encore. To another cry of "Hana hou" Owens will probably answer "Mahalo, Mahope!" which is thank you; later.

The influence of the Hawaiian language upon the business and work world is even more pronounced. Hilo, Kohala, Ewa, Wai-alua, Aiea, Waimanalo, Kipu, Olua and Maui are but a few of the sugar-cane plantations. In the fields a luna is a field foreman, cane is called ko and a small irrigating ditch is an auwai. Au, in Hawaiian, means a furrow and wai is water. The words, to irrigate are rarely used; instead, hanawai takes their place quite logically. It means work with water.

Another set of words is used to indicate

direction and location of geographical sites. They betray the simplicity of Hawaiian thought and language; mauka means toward the mountains, makai means toward the sea. As it is almost impossible to lose sight of the mountains and sea this is the height of simplicity. Prominent landmarks are used to designate the other two directions. "Go Diamond Head," "Go Waikiki," "Go Koko Head," are self-explanatory.

Perhaps the first word learned by a malihini (stranger) is lei; but immediately after that men learn wahine and wahine learns kane—man and woman. They may then learn all about mahina malamalama and twist their tongues for the first week trying to say it; it means brightness of the moon and sometimes provokes wahines and kanes to say "Ke aloha pau ole." Which is: My love will never end. If it does end, it is pau—finished.

* * *

Winter Sports

Program of Winter Sports Events
Yosemite National Park

December

12. Official opening of Yosemite Winter Club Rink; annual Winter Club Frolic.
19. Official opening of Badger Pass ski house and ski fields.
20. Skiing Gymkhana and exhibition at Badger Pass.
24. Yule Log ceremony, arrival of Santa Claus and Christmas Tree celebration at Yosemite Lodge.
25. Tenth annual Bracebridge Dinner and Dance at The Ahwahnee.
26. Fancy Costume Skating Carnival and figure-skating exhibition.
27. Children's Ice Skating Gymkhana (morning).
28. Gold and Silver Ski Test runs, under the direction of Yosemite Ski School.
29. Skiing exhibitions at Badger Pass.
30. Figure-skating exhibitions and novelty events.
31. Earth's Birthday Party at The Ahwahnee, New Year's Eve Dance and Fire-fall.

January

1. Gold and Silver Ski Test runs, under direction of Yosemite Ski School.
2. Ice Skating Show with figure-skating exhibitions and novelty events.
3. Skiing Meet for guests and Winter Club members at Badger Pass.
- 7, 8, 9. Eighth annual Pacific Coast

Intercollegiate Winter Games for President Hoover cup. Ice Hockey and Speed Skating.

16. Ice Skating Carnival with figure-skating exhibitions and novelty events.
17. Gold and Silver Ski Test runs, under direction of Yosemite Ski School.
23. Ice Hockey.
24. Exhibition skiing at Badger Pass.
30. California State Figure Skating Championships.

February

- 6, 7. Yosemite Winter Club Invitational Ski Meet. Downhill, Slalom races.
12. Gold and Silver Ski Test runs, exhibition skiing at Badger Pass.
13. Fancy Costume Skating Carnival and Pageant.
14. Exhibition skiing at Badger Pass.
- 20, 21, 22. Special Washington's Birthday Program, skating and skiing events.
- 26, 27, 28. Second annual Pacific Coast Intercollegiate Skiing Meet for the Yosemite Winter Club trophy. Cross Country, Downhill, Slalom skiing.

March

7. Gold and Silver Ski Test runs, under direction of Yosemite Ski School.
- 13, 14. California State Ski Championships—Downhill and Slalom events.
21. Exhibition skiing by Yosemite Winter Club members.
- 27, 28. Yosemite Winter Club's Spring Invitation Ski Meet—Downhill and Slalom events.

In a season of normal snowfall, skiing at Badger Pass lasts until late April or May.

* * *

Exchange Teachers

IN the matter of exchange of teachers, Elisabeth Patch, secretary, Education Committee, English-Speaking Union of the United States, calls attention to the fact that exchanges cannot be arranged with foreign countries for elementary school teachers.

This is due to the American immigration regulations, which apparently class such teachers with common laborers, whereas high school teachers come under the clause allowing entry to "professors in seminaries and universities!"

Because of this, exchanges are confined to secondary schools, and—occasionally—junior colleges. All teachers coming from Great Britain are secondary school teachers, but due to the different organization of work there, most of them are equipped to do junior college work here.

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WARSAW TO CALIFORNIA

Mrs. Ann R. Clark of Los Angeles teaches English to foreigners. Two days a week she teaches at the Hebrew Sheltering Home for the Aged, 325 South Boyle Street. One of her students, a very intelligent lady, 71 years old, has written the following human interest story, which she entitles An Appreciation of Adult Education.—Ed.

I WOULD like to write and describe some things that happened in my early life. I was born in Warsaw, capital of Poland. I was born September 15, 1865. Poland at that time was under the Russian regime of Czar Alexander the 2nd. I was fortunate to see him drive through the city to his castle on the Vistula river—two hours later I had a chance to see Frantz Joseph, Kaiser of Austria, drive to this castle to meet the Czar.

We called it the castle in the air; it did look like it was hanging over the river when the bridges were taken away, when the Czar came to live there—not many people were allowed to go near it. I never saw anything so beautiful since.

When I was eight years old, I had a teacher come to my home. I studied Jewish and Polish, but I wanted to go to school like other children of our neighbors. I refused to study at home, my parents could not find a school for me, every time they applied to the school authorities, the answer was—there is no room.

Once my grandmother took me to a little school. I was so happy to be with children. In a few days a lady called on my mother, after she talked a little while she told my mother that I could not come to that school, because my parents were able to pay for my tuition, and that school was for children of poor parents only.

Time rolled by, I did not like to study at home alone, I wanted to be in a schoolroom with other children. I remember a bed-time story that a sweet old lady told me—

*When children play and sing and dance together,
God looks down on them from Heaven
and smiles and blesses them.*

One time a friend recommended a refined lady, a descendant of an old royal Polish family. She had opened a school for girls. My mother made ar-

rangements with her for me to attend her school. I was very happy, but my happiness did not last long. One day Miss Vanda Lessinsky, that was my teacher's name—gave me a letter to give to my mother. I was so eager to get home, thinking of the good report I had. I had tried to do my work well in school.

My mother opened the letter, and her face turned white—in a second she bowed her head, and said—"Ah! God—when will you send light?"

I said to mother, "It is light."

She replied, "No, my child it is not that kind of light. I am asking God to send light to people's hearts and minds. To be good and tolerant of people of other nations."

Then in sadness she told me what was written in the letter. That I could not go to Miss Lessinsky's school any more.

It was a real tragedy to me not to mingle with the school children any more. I was ill over her decision. My Dear Father took me to Miss Vanda's home and tried to persuade her to come to our home two or three times a week to teach me, with good compensation.

Sadness in My Heart

She was very sorry, but could not possibly agree to do so. She was afraid she would lose her other pupils. She had notices from their parents that if she took children from other nationalities, they would find other schools for their children.

So I returned home with sadness in my heart. Father tried to explain my questions why we were so persecuted—he told me to study Jewish history, then I would know why my two brothers could not study at home in Poland. They too suffered from anti-semitic persecution. My older brother, tired of the persecution, read the Tal-

mud, and studied Jewish history to become a rabbi—he succeeded.

After the loss of my Dear Mother, I came to America. It was a long voyage. A few weeks later we heard from friends of a school for adults, in New York at Forty-eighth street. One evening my two cousins and I started out to find that school. We had been told that school gave free lessons, and all the books, and writing materials we would need.

When we arrived there the buildings were in darkness, it was the days of the horse cars—and it was one A. M. when we arrived home. It was snowing hard, and we were very tired, another disappointment for me.

A Loyal Woman

After a few years we went to live in Canada. We lived on a farm. No one within a hundred miles understood my language. So I had to learn theirs. It took me some time.

I made friends with little children. They made good teachers for me. Just as soon as I could speak the English language—what happiness I had. I started to read English books and papers. The Polish books and papers I had read at home helped me a great deal.

Later we returned to the States to live. We landed in a small town, S—. We made many friends, and were invited to join two clubs and lodges. It was a new life to me to be able to mingle freely with all peoples, regardless of creed or nationalities.

One day two ladies called on me. They told me they knew it. But at their last meeting they had decided to take me in as a Loyal woman. I joined the order. It was the W. R. C. Auxiliary of the Grand Army of the Republic.

I tried to live up to my pledges as a Loyal woman. I filled several chairs, and my term was successful. The members all co-operated with me.

On Memorial Days, I was so proud to march with the American Flag on my left shoulder, in front of the Old Soldiers, to the Evergreen Cemetery. We decorated the graves of the

Veterans, and sang America and the Star Spangled Banner.

Every meeting night, I loved to repeat the Flag salute, especially the last two lines, where it gives the assurance of Liberty and Justice to all. It is so dear to a foreigner who was suppressed in his own country.

On account of sickness in my family we moved to California. We liked California very much, but my husband's health did not improve. After his death, I came to live in this good home.

The grounds of the Home are laid out beautifully, like a park, and cozy

arbors with vines over them give protection from the sun. New buildings with the latest equipment, and a house of worship, make us all very happy here. Tuesday and Thursday of each week we go to school, where classes are held and young girls and boys from 65 to 89 years of age, attend. And with our Dear Teacher, with her untiring patience and love for her work—So we must get on—

And almost at the End of the Trail—God willed that my childhood prayers should be answered, and I am going to school. I am happy. Yes, I am happy.

OVERLAND HASTE

BEING SOME INTERESTING FEATURES OF A SHORT MOTOR TRIP
THROUGH THE NORTHWEST

Stuart S. McLaughlin, Teacher, Ontario Junior High School, San Bernardino County

LEAVING the metropolitan area of Los Angeles soon after the cessation of regular school activities for the last year, we journeyed northwestward, Montana being our ultimate destination.

Passing quickly by our foothill orange groves, we climbed Cajon Pass, and skimmed along the shimmering ribbon of road which ever led down through graceful Joshua trees, grimly guarding the desert stretches on either side of us. After Barstow, the sun was just sufficiently low to play in fantastic shadows over the jagged hills on our right, and emphasize the myriad hues of the Calicio mountains just opposite.

Longer stretches of sand and alkali now became common and with a few more grades, and many spectacles of light and shadow along the hills, we slipped into Baker, unexpected as a July shower in California. Here was our first sample of heat, and we remembered the hardy pioneers who struggled over this route during the Days of Gold. Could they but see high-powered cars making the journey easily in two days at present, their feeling of having entered upon evil days would be heightened. Where they suffered and struggled to reach a chance bitter pool of brackish water, we now speed along, dry ice cooling the interior of our cars, plenty of cold drinks easily accessible from thermos containers, and the journey of months has become one of hours.

Climbing again, we found coolness as the shadows lengthened, and night, and the

town of Las Vegas, Nevada, came on together. On the desert, lights shine out immeasurable distances. Many excellent accommodations are to be had, and forthwith we relaxed, rested, and prepared for a tour of Boulder Dam.

We experienced the thrill of a ride over the top of the dam, passing from Nevada to Arizona in a space of minutes. We inspected the gates which release water, descended over 500 feet into the dam to view the installation of the power plant, traveled hundreds of feet through shining, tile-lined tunnels, drank in great gulps of cold air, and then were wafted gently up to blinding sunlight and baking heat again.

About ten miles south of Salt Lake City we made a side trip 15 miles to the west. There we came upon Bingham Canyon, an amazing open-pit copper mine. Because of comparatively recent operations it has become the largest open-pit copper mine in the world.

Upon leaving Ogden, the road plunges up the nearest mountain, skirts a little stream leaping and frothing down its course, leads around gorges, narrow points, and

overlooks tiny, pleasant valleys. Then with unexpected suddenness it unfolds into more quiet farms with a prosperous appearance.

In a little valley, the college town of Dillon, Montana, greets us. Home of the State Normal School, the town abounds with eager young people; keen, active, enjoyment of life in every movement. Whether hurrying to a class, or keeping a social engagement to sport in the plunge, vivid energy typifies their happy spirits.

We obtained onyx from a mountain of onyx, far up the Ruby River (so called because of the number of Montana rubies found along its course). While we were collecting the onyx we noticed an antelope guard bounding down a ridge a couple of miles away. His light coat reflected the slanting sun, and we could observe his course easily. He kept us in view all the way, until suddenly we lost him. He had hurried down to his flock, our guide said, to warn them.

All too soon, we were again winding over roads in the vicinity of Alder, toward Virginia City. Here we stopped a little and visited the town Museum, filled with relics of ancient mining days. It much resembled some of the mining camps in California's gold sections, rough, ready, and with a spirit of boisterous fun and goodfellowship, but quick resentment of wrong-doing or oppression.

A direct road leads from West Yellowstone to Pocatello, so we wound over the Continental Divide, down through beautiful groves of slender, pencil-straight pines, by the town of Ashton where they boast of snows so deep that trains are blocked, then St. Anthony and Rexburg, agricultural towns, and so to our junction, Idaho Falls. From there we retraced our trail to its start in lovely Southern California.

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**A Radio Course in Music-Appreciation designed primarily
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NBC Stations

After a short intermission, corresponding with the holiday vacation of the schools, the Standard School Broadcast will be resumed on January 7th, over NBC Stations KSFO, KFI, KPO, KGW, KOMO and KHQ.

During the Spring Semester (divided into six periods) this Radio Course in Music-Appreciation will discuss a variety of interesting subjects. These subjects are: THE SYMPHONY ORCHESTRA, January 7, 14, 21, 28; THE ARTS, February 4, 11, 18, 25; ELEMENTS OF EXPRESSION, March 4, 11, 18, 25; MUSIC-APPRECIATION TEST AND

GENERAL REVIEW, April 1; THE COMPOSERS, April 8, 15, 22, 29; AMERICA IN MUSIC, May 6, 13, 20. As in the past, the talented Standard Ensemble will musically illustrate the various orchestral selections studied in these Broadcast lessons.

A Teacher's Manual of printed lessons covering the entire Standard School Broadcast course will be furnished to any accredited Pacific Coast teacher or parent-teacher group-leader free of charge. All requests for Teacher's Manuals must be made through school principals or parent-teacher group-leaders, who are being supplied with request-forms. Adult listening groups may obtain Manuals from Standard School Broadcast, 225 Bush Street, San Francisco.

STANDARD OIL COMPANY OF CALIFORNIA

Radio Writers Guild

New Hollywood Project

FEW writers realize the extent to which the radio industry has grown or the great opportunity for new radio script writers with thousands of separate and distinct programs being broadcast daily in the United States. It is estimated that more radio program scripts are needed in a single day than all the articles and stories purchased in a month by the publishers of all magazines.

This means that in this entirely new field of radio writing the demand is more than thirty times as great as in the field of magazine writing. Writers, not realizing how fast the radio field was growing, have not kept up with this phenomenal growth, and the demand for new program ideas and new features is still growing far faster than new writers are being developed to write them.

To aid those who are not writing for radio and to assist those who are interested in entering this new writing field, the Radio Writers Guild of America, an organization not for profit, has been formed, with offices in the Cherokee Building, Hollywood, California.

The Guild has many purposes, all designed to aid the writer and the would-be writer in the field of radio. It keeps its members informed as to the type of scripts

needed by the various buyers. It has a Registry with which scripts may be registered for the writer's protection. And for those who have no contacts with broadcasting station or advertising agency continuity departments, the Guild offers, at cost, a complete training course in radio writing technique.

The course was written by some 20 men, all considered leaders in the radio field, and is a recount of these men's experiences rather than a course written by theorists and educators as we so often find in writing courses. Contributors to the course included not only writers but broadcasting station and advertising agency producers and directors, and corporate advertising department heads, so that the entire picture of radio program writing and production is complete from all angles.

Radio Script Contest

At present the Guild is sponsoring a radio script contest, offering \$500 in cash prizes. The winning script will also be produced over the air.

On to Tokyo

World Federation Congress

An announcement of particular appeal to those planning to attend the sessions of the World Federation of Education Associations Congress at Tokyo from August 2 to 7 next year has been made by Henry Miele Travel Service.

Two contingents will leave Los Angeles and San Francisco; the first unit sailing on the S. S. Taiyo Maru June 21 from Los Angeles and June 23 from San Francisco and the second party on the M. S. Chichibu Maru from Los Angeles June 28 and San Francisco July 1. An expertly planned tour embodying leisurely visits in the fascinating regions of Hawaii, Japan, Korea, Manchukuo and North China has been planned with a sojourn of a week at Tokyo to attend the sessions of the convention. An attractive descriptive folder is available upon request at the office of the Henry Miele Travel Service, 222 Loew's State Building, Los Angeles.

**\$500
CASH
IN
PRIZES**

RADIO SCRIPT CONTEST

Scripts *badly* needed by national sponsors—Your greatest opportunity—Act *now*—Easy writing—Continuous open market—For complete contest and cash prize details, send self-addressed, stamped envelope to Contest Department B, RADIO WRITERS GUILD OF AMERICA, 6636 HOLLYWOOD BOULEVARD HOLLYWOOD, CALIFORNIA

CHRISTMAS IN MEXICO

Don E. Hillman, Los Angeles



• Mexican Village Scene

VISUAL Aids Association of Southern California, many times cited for its efforts in presenting to educators a realistic picture of engineering wonders and studies of the activities of Western American people, now turns toward Old Mexico. In the past, large groups of this organization have moved as special units on well-planned low-cost excursions.

Dr. C. C. Trillingham, assistant superintendent of schools, Los Angeles County, and president of the Association, sees in this large group movement to Mexico a step towards closer relationship between two countries divided only by borders and national languages.

Educators in California recognize Mexican school children to be a definite unit of our state educational system. The educational importance of the Christmas excursion is clear when it is realized that the largest groups of Mexican people outside of their mother country are now residing in California. As a matter of fact, and all statistics show to this effect, the Los Angeles area is the world's fourth largest center of Mexican population surpassed only by Mexico City, Guadalajara, and Puebla.

Our Yankee pioneers who gold-bound in caravans made their westward way, or clipper ships that sailed by Magellan Straits to reach this same objective, found Mexican Indians here to greet their arrival.

Today we still find the Mexican element an integral part of our California social structure. A permanent heritage and colorful history has been bequeathed to us by those people. Names of our counties and

cities stand in evidence that natives mixed with Spanish blood were certainly predecessors to us who since by migration and birth, claim California as our own.

California, that today possesses a Spanish-Mexican background, is grateful that her borders are joined with those of Mexico. Mexico, a neighbor who now stands as a well governed republic.

The Visual Aids Association see in their carefully-planned visit to Mexico a valuable opportunity for discussion with the capital's educational leaders relative to a better understanding of the Mexican student in California. A broad panorama will be presented during the Visual Aids Association circle land cruise through the central and coastal sections of Mexico.

The Christmas season has been particularly chosen in line with witnessing Mexico's most colorful fiesta period. An elaborate series of typical native folksongs and dances will be presented at various cities visited.

The Christmas week will be spent in the Mexican capital, where leading educators from the University of Mexico will give lectures covering the following subjects: Ancient and modern history, social and political economy, art, drama, music and folklore of Mexico.

The Visual Aids group will move by special deluxe train equipped with radio and motion pictures. Practical Spanish lessons will be given. En route also an electrical public address system unit will be installed in each pullman car so that the

passing of important sections of the country may be announced in advance.

The recreational part of the journey has been well balanced with the educational. Elaborate entertainment will be provided on board the train as well as at the several hotels.

Already two pullman cars have been filled by advance reservations. It would appear that this is the largest Christmas excursion to ever enter the Mexican republic. One hundred and sixty-four members is the maximum capacity of this special train. Early reservations should be made. Detailed itineraries and further information may be obtained through the Visual Aids Association of Southern California, or West Coast Travel Bureaus.

OUR ANNUAL TRAVEL GIFT

MEXICO

XMAS HOLIDAY TOUR

Dec. 17 and 19

DELUXE—ALL EXPENSE

\$154.25

SPECIAL AIRCONDITIONED TRAIN

Sponsored by

VISUAL AIDS ASSOCIATION

★ See Mexico Fiesta Time

Those so fortunate as to be a member of this tour will witness the gay Xmas celebrations including our original dramatization of the colorful Native Posadas.

★ Sponsorship

The Visual Aids Association of Southern California, operating in the past educational tours in U. S. A., now extend their operation into Mexico in keeping with their high standards. Special lectures by Mexico educators will be included.

★ Leadership

Hillman Cruise-Tours, Inc., creators of Xmas Holiday to Mexico, manage this, their 47th major tour. Mr. and Mrs. Hillman personally direct.

★ Special Entertainment

The only Xmas special train, and will be equipped with radio and motion pictures. Games and prizes en route. Xmas and New Year's celebrations—and other elaborate and thoughtful Hillman presentations.

★ Steamer Optionals

All water or rail and water optionals joining main groups in Mexico City. Sailing December 19 and 20.

★ Secure Booklets Early

Hillman Xmas Tours are the largest on the Coast and always depart sold out. Write, phone or call NOW for folder.

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ELEMENTARY PRESS

THE ELEMENTARY SCHOOL GOES TO PRESS

*John Gudmundson, former Director of School Interpretations and Publications
Hawthorne Schools, Los Angeles, Now in Santa Barbara City Schools*

FIVE men, Kipling told us, taught him all he knew. They were Who, What, When, Where and Why—the A-B-C of every news story, and it might be added, of all life.

The Who, What, When and Where of this article is the Hawthorne Herald, a self-supporting, printed elementary school newspaper, published bi-monthly, and carrying to 1500 homes news of the school written by its children. The Why is that a significant note has been struck in a school publication which serves the pupils and their school.

Time Was

Time was when a school publication was a "literary," wherein only the poetic could find a voice. Its readers, if their aesthetic or heredity education had been haphazard, would "pass to the other side."

On the other hand, a newspaper recording the many school experiences of its citizens, has a greater appeal to the masses. Here Johnny reads the sports (and very critically too); here Gordon finds a record of his shop and club activities, and Priscilla is able to find on the front page a poem which has blossomed forth from her experiences with a unit on Japan.

And thus to all is given, each unto his own measure. "Who owns the mountains," Henry Van Dyke asks in his essay, and the answer was, "Only that person owns the mountains who can appreciate their beauty."

Two Fair-Sized Books

So, in Hawthorne a voice has been found for the elementary school, and although its notes are sometimes piping and small, they have been consistent and persistent. Every month 5,000 words carrying a message of child activity is read in 1500 homes. Twenty issues appear during the school year, which brings the total to 50,000 words. And isn't it true that one-half that number makes a fair-sized book?

All of which takes a lot of purposing, planning, executing and judging.

Now what about the expense? School districts, it is said, cannot afford an outside printed newspaper, the good old mimeograph and hectograph must suffice. Well, while this is not a city of wealth, the Herald has had to limit its advertising to paying for the paper alone. In fact the business manager reports for every month a balance of 20 cents.

And we will add, that not only do we have a lively incentive for good English, accuracy, discrimination and initiative, but here arises an honest to goodness child-centered situation in learning the fundamentals of profit and loss.

Johnny's Evening Report

The community has a right to know what its stewards are doing. And a school newspaper can be a reliable supplement to Johnny's evening report. Of course it can be a very bad advertising medium of child and school, and when such is the case, the remedy is left to the imagination of the patient reader.

Our little paper serves the six schools of Hawthorne. One of the sad jobs of the staff is to have to cut some of the accounts of successful units of instruction because of lack of space.

A co-operative unit of this type is not altogether one grand sweet song. It is a changing world after all, and some there are who change not. Our

Henry Holt & Company, New York, has issued a volume which will be of use to upper grade, junior and senior high school teachers in presenting material of a worthwhile nature for the pupils of their classes. It is titled *Story Biographies* and is edited by Harriett L. McClay, Pasadena Junior College, and Helen Judson, Chaffey Union High School, Ontario.

The selections are taken from some of the best writers of our times and contains, in addition to interesting stories, suggestions for discussion and facts concerning the writers are a part of the book.

editor one rare day in gloom up and said:

The Joy of Being Editor

GETTING out this little paper is no picnic. If we print jokes people say we are silly; If we don't they say we are too serious. If we clip things from other magazines We are too lazy to write them ourselves; If we don't we are too fond of our own stuff. If we don't print contributions, We don't appreciate true genius; If we do print them the paper is filled with junk. If we make a change in the other person's write-up we are too critical, If we don't we are asleep. Now like as not someone will say, We swiped this from some other magazine . . . WE DID.

But we still remember the howl, the day the paper failed to appear on time!

* * *

Joan and Betty Rayner, two talented young New Zealand dramatic artists, are on the Pacific Coast offering a program of gay tales, songs and dances collected during their years of study and travel in Europe. Their programs are presented with rapid changes of costume and in a spirit entirely their own.

They come to California highly recommended and are open for engagements until March 1937. Address P. O. Box 1222, Los Angeles.

* * *

Recently at El Centro, Imperial County, was held the first of a series of local institutes. This was a panel discussion of Problems Related to the Unit of Work, arranged by the Committee on Modern Education, C. T. A., Southern Section.

Panel consisted of Dr. J. Murray Lee, director of curriculum and research, Burbank City Schools, chairman; Margaret E. Bennett, director of guidance, Pasadena City Schools; Gertrude Howard, principal, Crozier School, Inglewood City Schools; Mardele Robinson, director of research and guidance, South Pasadena City Schools; Dr. F. G. Macomber, supervisor of curriculum and instruction, Riverside City Schools; and Fred Trott, principal, Roosevelt and Washington Schools, Burbank City Schools.

* * *

In Memoriam

Jay B. Millard, veteran Los Angeles schoolman; born and educated in Michigan; went to Los Angeles in 1887; elementary school principal and later deputy superintendent of Los Angeles City Schools. He founded the junior high schools in Los Angeles and the first domestic science classes. In the education of the deaf and dumb he achieved national recognition.

William H. De Bell, a Virginian, a teacher for 52 years; in San Francisco School Department since 1901; principal Spring Valley and Fairmont Schools, later deputy superintendent. In San Francisco he introduced the first junior high schools and pioneered important curricular changes.

Sierra

EDUCATIONAL NEWS

ROY W. CLOUD *State Executive Secretary* . . . JOHN A. SEXSON *President* VAUGHAN MACCAUGHEY *Editor*

VOLUME 32



DECEMBER 1936

NUMBER 10

STREAMLINED SCHOOLS

Dr. John A. Sexson, President, California Teachers Association

FELLOW teachers, parents, and friends of public education: As we face the problems of our public schools, let us be fair and honest with ourselves and with each other! Let us face the facts about this world in which we live, the way in which we are living, and our attitudes towards others who, like ourselves, are adjusting their homes, their businesses, their habits, attitudes, and behaviors to a new and changing era.

Everywhere we go, in whatever direction we look, we see unmistakable evidences of innumerable and far-reaching adjustments ranging from the complete substitution of a new institution, custom, gadget, machine, practice, or behavior for the old, familiar one, down to such a refinement of the old that the present manifestation but little resembles the former.

Change is everywhere—and we like it! It comes into our homes, and we welcome it, proudly exhibiting our new gadgets to all and sundry.

It invades our businesses, and our advertisements blare forth, as our most convincing sales-talk, the fact that our place is new and modern.

Change invades the sphere of our social contacts and relationships, and the age-old conventions of unctious respect and dignity disappear before the Bill and Jim of the luncheon club, and the Mary and Sue of the bridge table.

The processes of change have become so common that we have been compelled to coin a new word so that

we may convey, easily, quickly, and graphically, this idea of modern readjustment. We call it "streamlining" and when you hear my voice this morning, coming to you over the air bringing you the word "streamlining," in your own minds will appear, far faster than I can present them to you, the images of countless implements and objects of your everyday life that have undergone remodeling, which their manufacturers or users euphemistically describe as "streamlining."

Applied to your automobile, it ranges in shape from tear-drops to beetles. Applied to trains, it describes transformations ranging from sheet-metal Mother Hubbards, for steam trains, to sleek monometal bobbins, for Diesels. Applied to airplanes, it transforms the Wright brothers contraption of cloth, wood, and tangled wire into a bird-shaped monster so sleek, and yet so monstrous, as to belie its performance.

Applied to your morning newspaper, it appears at your breakfast table as a puzzling, perplexing rearrangement of the long-familiar pages, and you discover, to your amazement, that you are reading more articles, about more things, than ever before.

Grumble and complain as we all have, and shall continue to do, we like change, and any attempt to return to the old forms would be unthinkable from our standpoint, and suicidal from the standpoint of business.

Streamlining means increased efficiency, and in its application it is con-

vincing to the mind of the average American citizen. Webster defines streamline as "designating a motion . . . free from turbulence." The new word combines the idea in Webster's definition with the improved performance of the instruments of modern society.

We use the term "streamlining" today to denote any change, or modification, which improves performance, reduces turbulence, friction, and resistance, and gives a more satisfactory service to the consumer.

Should we streamline our schools? Why not? Surely, no one would object if turbulence, friction, and resistance could be reduced in this area. What, after all, is there in the present organization, management, or practice of public education that merits continued usage merely for its own sake?

Present-day pedagogy and present-day curricula are not of superhuman, or divine, origin. They represent merely the best solutions mankind has thus far developed for the problems within those areas.

They are not prescribed by our Constitution for the very good reason that its Framers, wiser than many of our present-day statesmen, had too much respect for the worth of education, and too clear an understanding of its purposes, to hamper or destroy it, by making it subservient to political controls, even those so ideally conceived by our Federal Constitution.

Pedagogical methods have changed with each political reorganization, economic readjustment, and social reform. Persons who disclaim faith in a school program because it is a modern pro-

gram and represents, therefore, a departure from the traditional concept might, with equal justification, contend that a 1900-model automobile, because it could outdistance the horse and buggy, is today superior to a streamlined model.

The Welfare of Children

Let us, then, face with the rest of society the same problems, with respect to our schools, that we face with respect to our trains, our automobiles, our newspapers, clubs, churches, homes—our very lives. Let us streamline our schools in the interests of the future welfare of our boys and girls.

What are the features, the lines, of the newest, most up-to-date models of educational service? Or, to put it the other way, what are the causes and points of turbulence, friction, and resistance with respect to the institution of public education in America? What are the opposing forces that consume power and energy and impede progress toward desirable outcomes? What are the areas wherein there is unnecessary turbulence with resultant loss of efficiency? At what points is there friction with the resultant losses, strains, and wearing away of useful and necessary instrumentalities of public education? One cannot find any system of schools wherein all the best-known practices are utilized, but in certain of our better schools one finds significant and worthwhile modifications that justify us in describing these schools as new and modern—even "streamlined" for greater efficiency. Let us examine these new models.

First, those schools designed to overcome the turbulence, friction, and resistance of unhappy, insecure, and discouraged pupils. No educational agency or institution can hope to make satisfactory headway against the resistances set up by lack of interest, discouragement, insecurity, fear, and lack of understanding in the mind and heart of the learner or against the headwinds stirred up by an apathetic, unenthusiastic, task-setting teacher. New and effective schools are streamlined for freedom for the learner and freedom for the teacher.

Autocratic domination and dictation of teaching and learning in the interest

of special or vested interest, administrative or political authoritarianism, or for any other reason or purpose, produces a "hold back" or impediment that all but reduces progress to zero. The efficient school designs a program that harmonizes with the faith and idealology of a democratic society. The worth of every pupil is recognized, his personality respected, his needs served, his interests and purposes considered, and his best welfare, in the light of his capabilities, made the prime objective of all that he does or that is done for him.

A Broad, Rich Program

The narrow, academic course of study, designed to serve a selected few, is replaced by a broad and rich schedule of meaningful and significant experiences set up in consultation with the learner. The autocratic, avenging teacher is replaced by an inspiring, challenging leader. Meaningless formality is replaced by creative activity, and learning goes on with respect to all phases of the learner's life, from those involved in his home membership to those involved in his world citizenship. Twenty-five per cent, probably, of the schoolrooms of America are streamlined for freedom; the rest rumble along at a pace too slow even to engender resistance.

Second, streamlined schools are designed to harmonize with, and not run counter to, community life. They do not stand out to catch the adverse winds of public disfavor and disapproval through failure to fit into the common purposes and serve the best cultural ideals of the community. They join hands with home, church, recreation center, industry, commerce, and all the other worth-while agencies of social action.

The elements necessary for personal and social competency are recognized and served. Unintelligent subservience to traditional subjects and materials is replaced by an alert and intelligent research and a well-judged choice of those activities and learnings that hold most promise for individual and social success and happiness. This does not imply that fundamentals are omitted or neglected; it does imply that real fundamentals are chosen and that the time

of the pupil is devoted to worth-while learning.

Third, streamlined schools will not be content to be serviceable only as slow-going vehicles for the transportation of a cellophane-wrapped cargo of cultural heritage to be transmitted from generation to generation "untouched by human hands." Problems of insecurity, poverty, undernourishment, low standards of living, thwarted opportunity, injustice, and human welfare and happiness are areas wherein learning and understanding are given equal importance with similar learnings about long-past eras. It means that past experience is capitalized and made useful in life today.

Fourth, 1936 model schools take their place and do their part in a well-balanced effort to provide a continuous program for childhood and youth. These schools co-operate; they share their facilities; they give and take in the inevitable clash to balance and allocate the social income to the necessary social services.

Teachers Serve All

Teachers serve all worth-while community agencies of social action; they utilize the personnel of other agencies in rounding out and enriching the program of the school; they tear away barriers of prejudice, competition, and misunderstanding, and clear the way for the unobstructed development of the community's human resources.

Lastly, the 1936 model schools deliver their best efficiency on the high hills of individual and social behavior, rather than on the speedways and level stretches of theory and abstraction. In the "tough going" of everyday life, where individuals and communities must submerge special interest, defeat special privilege, suppress individual rapacity, selfishness, greed, and unsocial conduct, the new school finds its best "cruising speed."

It bears its precious passengers along the highway of life, in traffic lanes guarded by the guiding hands of a safe and competent teacher, past the hazards of the blind curves of social ineptitude, the unguarded crossings of untried theorists, the speed demons of

(Please turn to Page 48)

CHILDREN COME FIRST

THE STORY OF AMENDMENT No. 16

Roy W. Cloud

IN response to an inquiry recently received at state headquarters, this article is presented, concerning California Teachers Association participation in the passage of Amendment No. 16 to the Constitution of California. The writer, at the time of the passage of this amendment, was a superintendent of county schools and took part in the campaign.

Amendment No. 16 amended Article IX, Section 6, of the State Constitution which, as amended, provided for the support of the public school system and included within its scope the public schools and kindergartens. It specified an appropriation of not less than \$60 per elementary pupil per year (average daily attendance) and not less than \$90 per year for each pupil in average daily attendance in the high schools.

In addition, the amendment required the levy of annual county school taxes in each county to raise an amount equal to the amount of money apportioned to the county by the State for the elementary schools of the county and twice the amount apportioned to the county by the State for the high schools of the county. These provisions were the first real "constitutional guarantees for public education."

Fixed Charges For Education

It further stipulated that "the entire amount of money provided by the State, and not less than 60% of the amount of money provided by the county, or city and county, of school taxes shall be applied exclusively to the payment of public school teachers salaries."

These provisions constitute what is known as the "fixed charges" for Public Education and definitely guarantee the setting aside of a sum for teacher salaries.

At the meeting of the C. T. A. State Council of Education held in May, 1920, at the Hotel Oakland, Mark Keppel, superintendent of schools of

Los Angeles County, as chairman of the Committee on School Finance, presented a report outlining the provisions of the measure which became Amendment No. 16. Superintendent Paul Stewart (Santa Barbara) moved the approval of the proposal and the motion was carried.

Mr. Keppel then moved that \$1,000 be set apart for necessary expenses. This motion was approved and sent as a recommendation to the Board of Di-

rectors, who provided the required funds.

Mr. Keppel then moved the appointment of a Committee of Two, of which State Superintendent Will C. Wood should be a member, to draft the Amendment. This motion was carried and Mr. Keppel and Mr. Wood were appointed.

Mr. Keppel then moved that a Committee of Fifteen be appointed to work with him and State Superintendent Wood in the final preparation of the Amendment and in the preparation of campaign material.

E. Morris Cox, of Oakland, president of California Teachers Association, then appointed the following



Victory for XVI

Amendment Sixteen is the MAGNA CHARTA of education in California. It guarantees a competent American teacher for every child. We who sponsored the amendment must see that this guarantee is fulfilled. Let us rejoice in the promise of better American citizenship as a result of the great victory of November Second.

WILL C. WOOD,
Superintendent of Public Instruction.

Constitutional Amendment Sixteen has triumphed gloriously because California loves her children and intends to give each child a fair and equal chance for an education. All honor to teachers, members of school boards, the newspapers and other valiant friends of education who waged this great battle to an overwhelming victory.

MARK KEPPEL, Chairman,
Committee of Fifteen on Constitutional Amendment.

Adoption of Amendment Sixteen by overwhelming majority of 200,000 votes expresses public confidence in the public schools as the makers of democracy. California is not willing that her schools shall close for lack of teachers and that children in less favored communities go without schooling. The voters demand that California schools shall be the best and now make this the obligation of the teaching force.

E. MORRIS COX, President,
California Teachers' Association.

Advance election returns are being received as we go to press. These give assurance of a great victory. Amendment Sixteen has carried by a large majority. We have wired the Superintendent of Public Instruction, the Chairman of the Campaign Committee and the President of the Council to wire us for publication a fifty word outlook for the future. These messages appear above.—Editor.



committee to prepare the material outlined by Mr. Keppel:

Mark Keppel, Chairman
Grace C. Stanley, Secretary*
W. W. Tritt, Treasurer
S. M. Chaney
L. E. Chenoweth
J. O. Cross
C. J. DuFour
Mrs. Grace Hillyard
Mrs. M. S. McNaught
Mrs. Minnie R. O'Neil
Alfred Roncovieri
W. L. Stephens
Paul E. Stewart
Wilhemina Van DeGoorberg
Will C. Wood

A Landslide Vote

This committee prepared a handbook for voters and outlined the needs of a State Equalization Fund for the schools of California. Mr. Keppel suggested the slogan "Collect the money where the money is and spend it where the children are." Initiative petitions, outlining the Amendment and the necessity for its adoption, were prepared. Copies were sent to every county superintendent of schools. They in turn distributed them to their teachers. Within a few weeks 55,000 verified signatures were secured. This number was approximately 10% greater than required by law.

With the measure safely upon the ballot, California Teachers Association continued its active campaign for the passage of the Amendment. At the general election on November 2, 1920, No. 16 was adopted by an overwhelming majority of more than 200,000 votes. This insured to the children of California and to the public schools a priority right in the State government, and guaranteed that sufficient funds would be set apart each year for

the proper maintenance of the public schools.

On the opening of the Legislature in January, 1921, a bill was introduced and enacted into law to prescribe the apportionment of the funds provided for the support of public schools through the adoption of Amendment No. 16.

This bill established the present system of apportionment of funds to school districts. It gave \$1400 to each elementary school district for each teacher unit and \$550 to each high school district for each year of school maintained, with the remainder of the funds being apportioned to each high school district on the basis of average daily attendance.

Another important measure was also enacted into law by the 1921 Legislature. This was the school district budget law giving the governing board of each school district complete control over the budget of the district.

In 1931, California Teachers Association financed a second initiative Constitutional amendment, which provided that the State should assume that portion of the school funds hitherto raised by county taxes. This amendment failed of passage.

IN the 1933 session of the Legislature, however, a proposal known as the "Riley-Stewart" amendment to the Constitution was passed by the Legislature. It contained substantially the same provisions for Education which had been a part of the 1931 initiative amendment.

Riley-Stewart Amendment

In June, 1933, the people of California approved the Riley-Stewart amendment and it became a part of the Constitution. Under its terms, by the amendment of Article XIII, Section 15, of the Constitution, the State assumed all of the costs of Public Education which were formerly borne by the counties.

The amendment reserved for teachers salaries 60% of the additional apportionments of state funds required by the amendment, thus continuing in full effect the teachers salary provision

of Section 6 of Article IX of the Constitution. The amendment also re-enacted that provision which had formerly been part of Section 14 of Article XIII of the Constitution, reading as follows:

"Out of the revenue from State taxes for which provision is made in this article, together with all other State revenues, there shall first be set apart the moneys to be applied by the State to the support of the public school system and the State university."

Since the adoption of Amendment No. 16 and the adoption of the principle of Constitutional guarantees and fixed charges for Education, numerous attempts have been made either to remove these guarantees from the Constitution or to reduce the amounts so fixed. California Teachers Association, with the aid of friends of Public Education, has been able to prevent these attempts.

The Legislature in 1921, through the enactment of Political Code section 1612a (now incorporated in School Code section 4.360 and following), gave school boards sole control of school budgets. This principle was confirmed by the State Supreme Court. Efforts have been made by those more interested in reducing taxes than in giving service to the children of the State, to have this budgetary control taken from the school boards and transferred to other agencies. These attempts have been frustrated by the determined opposition of California Teachers Association.

It will be of interest to the teachers of California to read again the frontispiece here reproduced in facsimile, and first used in the December, 1920, issue of Sierra Educational News.

* * *

Succeeding the late Dr. Frank C. Touton, the appointment of Dr. Albert S. Raubheimer as acting dean of the College of Letters, Arts, and Sciences at the University of Southern California was announced recently by President R. B. von Klein Smid. Professor of education, Dr. Raubheimer is also well known in psychological circles, collaborating with Dr. L. M. Terman in Genetic Studies of Genius. Dr. Philip A. Libby has been made acting director of the University Junior College, assuming a portion of the work carried on by Dr. Touton.

*At this time (1920) Mrs. Grace C. Stanley was San Bernardino County superintendent of schools; W. W. Tritt, principal of a Los Angeles City school; S. M. Chaney, Glenn County superintendent of schools, Willows; L. E. Chenoweth, Kern County superintendent of schools, Bakersfield; J. O. Cross, superintendent, Fresno City schools; C. J. DuFour, superintendent, Alameda City schools; Mrs. Grace Hillyard, teacher, Berkeley schools; Mrs. M. S. McNaught, State Commissioner elementary schools, State Department of Education, Sacramento; Mrs. Minnie R. O'Neil, superintendent, Sacramento County schools; Alfred Roncovieri, superintendent of schools, San Francisco City and County; W. L. Stephens, superintendent, Long Beach schools; Paul E. Stewart, superintendent, Santa Barbara City schools; Wilhemina Van DeGoorberg, teacher in Los Angeles City schools.

DEL MONTE CONFERENCE

Roy W. Cloud

THE 1936 annual conference of California county, city, and district superintendents of schools met at Hotel Del Monte, October 26-28. State Superintendent of Public Instruction Vierling Kersey, expressed in his program foreword the desire that the meeting would bring information and inspiration to all in attendance.

Local arrangements committee was: J. Russell Croad, district superintendent of elementary schools, Monterey; Mrs. Elmarie Dyke, rural supervisor, Monterey County; J. R. McKillop, superintendent, Monterey Union High School District; O. W. Bardarson, district superintendent, Carmel; Robert Down, superintendent, Pacific Grove Grammar School; and R. D. Case, city superintendent, Salinas.

Cornelius Collins Presides

Cornelius B. Collins, superintendent, Imperial County and president of the Association, was in charge of business meetings of the superintendents. John A. Sexson, superintendent, Pasadena, was chairman of the legislative committee. Joseph P. Nourse, superintendent, San Francisco, was head of the resolutions committee. Frank A. Henderson, superintendent, Santa Ana, was chairman of the committee on nominations.

The general meetings were all held in the assembly hall at Del Monte, while convenient places were fixed for group meetings.

Superintendent Frank A. Bouelle of the Los Angeles City schools, in a particularly friendly view, opened the first general session. Mr. Bouelle discussed educational affairs as they pertain to the State, and conducted the meeting. Mr. Sexson gave the opening address, in which he discussed problems confronting our profession. Mr. Kersey spoke on "From Confusion to Stability in Education."

Monday noon Phi Delta Kappa and Pi Lambda Theta conducted meetings. George H. Merideth, deputy superintendent, Pasadena, was in charge of the Phi Delta Kappans. Mr. Sexson gave the address, in which he discussed the newer phases of Life-and-Learning confronting the educational machine. Helen Heffernan, of the State Department, presided for Pi Lambda Theta. Fred Bechdolt, the well-known writer of Carmel, talked on "Free Men or Slaves."

Afternoon section meetings included topics of timely interest. E. E. Smith, superintendent, Riverside County, was chairman of the county superintendents group. Discussing problems or presenting papers for

the consideration were: John J. Allen, jr., president, California School Trustees Association; C. Burton Thrall, superintendent, San Bernardino County; and Roy J. Becker, member, Los Angeles City Board of Education. General discussions were led by B. O. Wilson, superintendent, Contra Costa County; John R. Williams, superintendent, San Joaquin County; and Mrs. Portia Moss, superintendent, Placer County.

Presiding over the deliberations of the city superintendents was Walter T. Helms, superintendent, Richmond. A panel discussion, which featured the State Department of Education and outlined the services of the Department in its relations with city superintendents, was presented. The leader was State Superintendent Kersey; assisting him were Sam H. Cohn, deputy superintendent; Alfred E. Lentz, administrative advisor; Walter E. Morgan, assistant superintendent; George C. Mann, chief, division of Adult and Continuation Education; and Helen Heffernan, chief, Division of Elementary Education and Rural Schools. The general discussion was led by Superintendent Helms.

Excellent Section Meetings

At the meeting of the district superintendents, E. J. Hummel, district superintendent, Beverly Hills, presided. Those who discussed problems at this meeting were Thomas S. MacQuiddy, district superintendent, Watsonville; M. A. Gauer, district superintendent, Anaheim; and Mrs. Ardella B. Tibby, city superintendent, Compton. Chairman Hummel led the discussions.

The Monday evening meeting was presided over by William G. Paden, superintendent, Alameda. Forrest V. Routt, superintendent, Martinez, was the song leader. Dr. W. W. Kemp, dean, School of Education, University of California, talked on his impressions gained during his sabbatical leave, spent in Europe. Dr. Kemp's address was interesting, and his discussion of conditions now prevalent in Europe was enlightening and entertaining.

Dr. Hu Shih, dean, National University of Peiping, China, was recently the recipient of the degree Doctor of Literary Humanities from University of Southern California. Recognized as the literary leader of China and attributed with forming a series of new Chinese characters that made it possible for millions of his countrymen to read, Dr. Hu spoke at the Trojan school twice during his visit to Southern California. He also holds degrees from Cornell, Harvard, and Columbia universities.

The Tuesday meetings consisted entirely of sectional groups. In the county superintendents division,—presided over by Chairman Edwin Kent, superintendent, Sonoma County,—Mr. Kersey and his associates in the State Department presented the same subject and the same material which had been given to the city superintendents the previous afternoon. Immediately following this panel presentation, David E. Martin, superintendent, Alameda County, presided at a meeting of the County Superintendents Association. Discussion followed, touching upon matters of vital interest to county superintendents. Mr. Martin was re-elected president of the Association, and Pansy Jewett Abbott was re-elected secretary.

AT the meeting of city superintendents, Virgil E. Dickson, superintendent, Berkeley, presided. Problems were those of supervision, school finance, and the housing of school children. The discussions were presented by E. W. Jacobsen, superintendent, Oakland; Lawrence E. Chenoweth, superintendent, Bakersfield; and Curtis Warren, superintendent, Santa Barbara. The general discussion was then led by Dr. Dickson.

District superintendents, with Mr. Routt of Martinez presiding, discussed the status of trustees, State Board of Education, laymen and education, problems of business administration, and community relationships. Those directing the discussion were John J. Allen, jr.; Daniel C. Murphy, member of the State Board of Education; Arthur A. Knoll, president, California Public School Business Officials Association; and Roy J. Becker, of Los Angeles.

Congress of Parents and Teachers

Tuesday noon the California Congress of Parents and Teachers and the superintendents joined at luncheon. Mrs. B. C. Clark, president of the Congress, presided. The principal address on Unoccupied Areas of Service was given by Dr. Gertrude Laws of the State Department.

Section meetings were resumed throughout the afternoon. At the meeting of the city superintendents, of which Ira C. Landis, superintendent, Riverside, was chairman, the same topics were discussed by the same speakers as those presented in the morning to the district superintendents section.

The county superintendents, under the leadership of Herbert Healy, superintendent, Kern County, discussed the problem of administration and supervision as presented by Mr. Martin, Alameda County, and problems of organization as presented by W. K. Cobb, superintendent, Ventura County.

IN the section for the district superintendents, with C. L. Geer as chairman, Mr. Kersey, with his associates from the State Department, gave the panel presenta-

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SCHOOL FINANCE

PROBLEMS OF CITY SCHOOL FINANCE

Lawrence E. Chenoweth, Superintendent of Schools, Bakersfield

Lawrence E. Chenoweth, superintendent of schools, Bakersfield and veteran worker in California Teachers Association, delivered an outstanding address (18 typewritten pages) on problems of city school finance which attracted so much favorable comment that we are calling special attention to it here.

Mr. Chenoweth most ably presented a stimulating summary of opinions collected from representative school people throughout the state and bearing upon major themes.

Limitations of space prevent reproduction here of his admirable paper in full, but we are giving a brief digest, following:

DURING recent years legislation throughout the United States reveals three major trends with respect to public education:

First, an extension of State control over school expenditures:

Second, an assumption by the State of increased responsibility for the support of a State-wide minimum school program; and,

Third, an extension of State administrative control over public schools.

Local school administration, taxation, and budgetary control are all subjects of legislation. The tendency is toward larger administrative units.

Elimination of Waste

Schools should be administered economically and waste prevented wherever possible. Excessive overhead should be avoided.

Effect of high vs. low expenditures on educational outcomes in city school systems.

The clearly-defined trend toward fewer elementary children and the approaching saturation point of high schools should be borne in mind in budgeting.

The principal difference in the expenditures of districts considerably below the average in unit-cost and those in districts at or above the average, lies in the fact that the former districts have adopted considerably lower salary schedules.

Two factors which seem to bear the brunt of the reduced expenditures in the districts considerably below the average in unit-costs are teachers sal-

aries and administrative expenditures.

What is the present trend in connection with restoration of teachers salaries? and

What is the trend in connection with the restoration of educational services dropped during the depression?

In a large percentage of school districts teachers salaries have been restored. The trend is definitely toward the restoration of educational services which were dropped during the depression. Educational costs in California are on the up-trend, both in totals and in terms of ADA. The amount of money being expended for teachers salaries is on the increase.

The dropping of subjects in recent years was not a matter of great concern, the most serious handicap was the reduction of teaching positions and the increase of the teacher-load.

The supervisory services which remain curtailed include chiefly the special fields, such as domestic science or household arts, manual training, art and music. The curtailments made during the depression stimulated a movement to reorganize the supervisory

Lawrence E. Chenoweth



program by eliminating the special-subject supervision and also to some extent the horizontal supervision on grade levels. Several of the larger districts went definitely into a program of vertical and general supervision.

WPA Building Funds

In 1933 the federal government entered the field of school-building financing. This federal action came as a result of three major factors: (1) a practically complete cessation of school-building construction; (2) the desire of the government to put men to work as a means of relief; and (3) a rapidly-growing public opinion which looks upon education as a matter of national concern.

Participation of the National Government in Providing Funds for Public Schools

It is evident from Madison's Journal that education was considered when the welfare clause was written into the federal Constitution. The government has assisted education since Ohio was admitted into the Union in 1802. It was advocated in the days of the Confederation. Alexander Hamilton and Thomas Jefferson supported it. Today federal aid is an emergency measure, but may become a part of the permanent national policy.

What will be the effect of the government's supplementing of funds for school purposes, either as out-and-out grants or as loans?

A danger is that federal support might result in federal control. This would be a real evil.

Another danger is that tax limitation movements may get the upper hand. Federal aid may strengthen the position of groups now striving to limit local taxing power.

As school functions broaden, more money is needed. The local unit finds it burdensome, hence, larger units such as the State and Nation, must share more largely in school costs.

Federal aid to schools is a phase of the movement toward greater centralization. The proportion of financial responsibility that attaches to the state, local and federal governments, must be determined.

The article on Federal Support for Public Education by Paul R. Mort, Columbia University (Teachers College Record, April, 1936), outlines the necessity for federal aid, its constitutionality and its dangers. His program for federal support concludes with the statement "Let us by all means provide for the national financing of a de-

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STABILITY IN SCHOOLS

State Superintendent Vierling Kersey, superintendent-elect of Los Angeles City Schools, gave a splendid address, "From Confusion to Stability in Education," at the Del Monte Conference. Limitations of space forbid its reproduction here in full but we present the following excerpts:

THERE is a danger that return to better conditions from a material standpoint, which may reappeal to our great anxiety for profits, money and wealth, will tend to make us less aware of the cultural values in our life.

Particularly essential to our great masses in the public schools is the development of the scientific attitude of mind. Important as are the mechanical achievements of our age, which are the outcome of science, it still must be remembered that behind them all lies the **spirit of scientific inquiry**. Science is as much a method of thinking as a body of knowledge. It is the scientific spirit, possibly more than any other factor, that distinguishes the modern world, particularly the modern world of thought, from the old.

There must be no confusion in our united and unending effort to keep our schools free from political influence and susceptibility.

No confusion must exist in our acceptance of responsibility to keep the teaching and the service staff in our schools happy, in so far as all in-service

relationships can contribute to this happiness. Administration bears a definite responsibility for morale status in the entire school staff.

There must be no confusion in our efforts to co-ordinate with the educational offerings to school children, all community activities, services and provisions. America is youth conscious.

The extension of the influence of the school into those out-of-school educational agencies, the motion picture, radio, and recreation offer challenge. The arm of influence of the school must co-ordinate the emphasis on the constructive, the good and the finer choices in these influencing areas.

Lastly, stability should not be considered as something static. Change and progress are fundamental in a well-stabilized social order. Society cannot stand still. We either progress or regress.

Consequently, paradoxical as it may seem, the progress and change now taking place is one of the most important attributes of stability in education.

jurisdiction of the school authorities. Thus, he may not leave the school premises at any time during the day without the authorization of the school authorities. Some question may be raised as to the right of a pupil to leave the school premises during a noon recess to go home or some other place off the school premises for lunch but even conceding that a pupil cannot be required to remain on the school premises during the noon recess, the governing board of a district can not be said to exceed its power if it requires the parent or other person having custody of the pupil to file a written authorization with the board, or a representative of the board, authorizing the pupil to leave the school premises during the noon recess. (Section VI(C) Rules and Regulations of State Board of Education).

When He is Absent

A pupil is, of course, not in attendance upon school during days the school is not in session or before he arrives on the premises of a school on the morning of a school day or after he leaves the premises of a school after the close of a school day. As to the time a pupil is not in attendance upon school, the jurisdiction of the school authorities appears to be fixed by:

1. School Code section 1.11, reading as follows:

"The governing body of any school district shall have power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases."

2. School Code section 5.543, reading as follows:

"Every teacher in the public schools must hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds or during recess."

3. Section III(K) of the Rules and Regulations of the State Board of Education, reading as follows:

"Principals and teachers shall exercise careful supervision over the moral conditions in their respective schools. Gambling, immorality, profanity, frequenting public pool rooms; the use of tobacco, narcotics and intoxicating liquors on the school grounds, or elsewhere in violation of state law or local, county, or city ordinances, shall not be tolerated.

"Whenever the principal of any school is informed that any pupil attending the school

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CONTROL OF STUDENTS

CONTROL BY SCHOOL AUTHORITIES OVER STUDENTS WHILE NOT IN ATTENDANCE UPON SCHOOL

Alfred E. Lentz, C. T. A. Legal Advisor

THERE can be no doubt but that during the time a pupil of a public school is in attendance upon that school he is under the jurisdiction of the governing board of the district and the principal and teachers of the school (hereinafter referred to as public school authorities). Is there any jurisdiction over a pupil outside of school hours which may be exercised by those who have jurisdiction over the pupil during school hours, and if such jurisdiction does exist, what is its measure? This question is not one which can be readily answered.

For the purpose of making such answer as can be made to the question put, it may be assumed that the time a pupil is in attendance upon school is that period between the time he arrives on the school premises for the school day and the time he leaves the school premises after the close of the school day to return to his residence and is also in attendance upon school while being transported to and from school, where such transportation is provided by the school authorities.

During these times he is under the

SCHOOL FINANCE

STATE APPORTIONMENTS FOR EDUCATION

Elmer H. Staffebach, Ph. D., C. T. A. Director of Research

THE State of California is contributing to the support of public education in the various types of districts the sum of \$70,249,944.63 for the year ending June 30, 1937. Of this sum over 41 millions go for the support of elementary schools, over 27 millions go for high schools, and somewhat more than a million and a half go for the support of junior college districts.

The great majority of the funds for elementary and high school support are "fixed charges" against the State revenues, and provided for in the California State Constitution. The State School Fund as now constituted dates from a Constitutional Amendment voted by the people in 1920; as does the present State High School Fund.

The constitution provides that the State School Fund shall equal \$30 per child in a. d. a. in the elementary

schools, and that the State High School Fund shall equal \$30 per child in a. d. a. in the high schools of the State.

The stipulations relative to excess costs of educating physically-handicapped children, and for the support of special schools or classes for children of migratory laborers, are legislative and are not constitutional in character.

State General Fund appropriations for elementary and high schools became fixed requirements by Constitutional Amendment in 1933, when constitutional requirements placed upon the several counties by the amendment of 1920 were made state obligations. The General Fund appropriations required by the Constitution must equal, in the case of the elementary school, an amount equal to \$30 per child in a.d.a. in the elementary schools of the State. In the case of the high school, the

General Fund appropriations required by the Constitution must equal \$60 per child in a. d. a. in the high schools of the State.

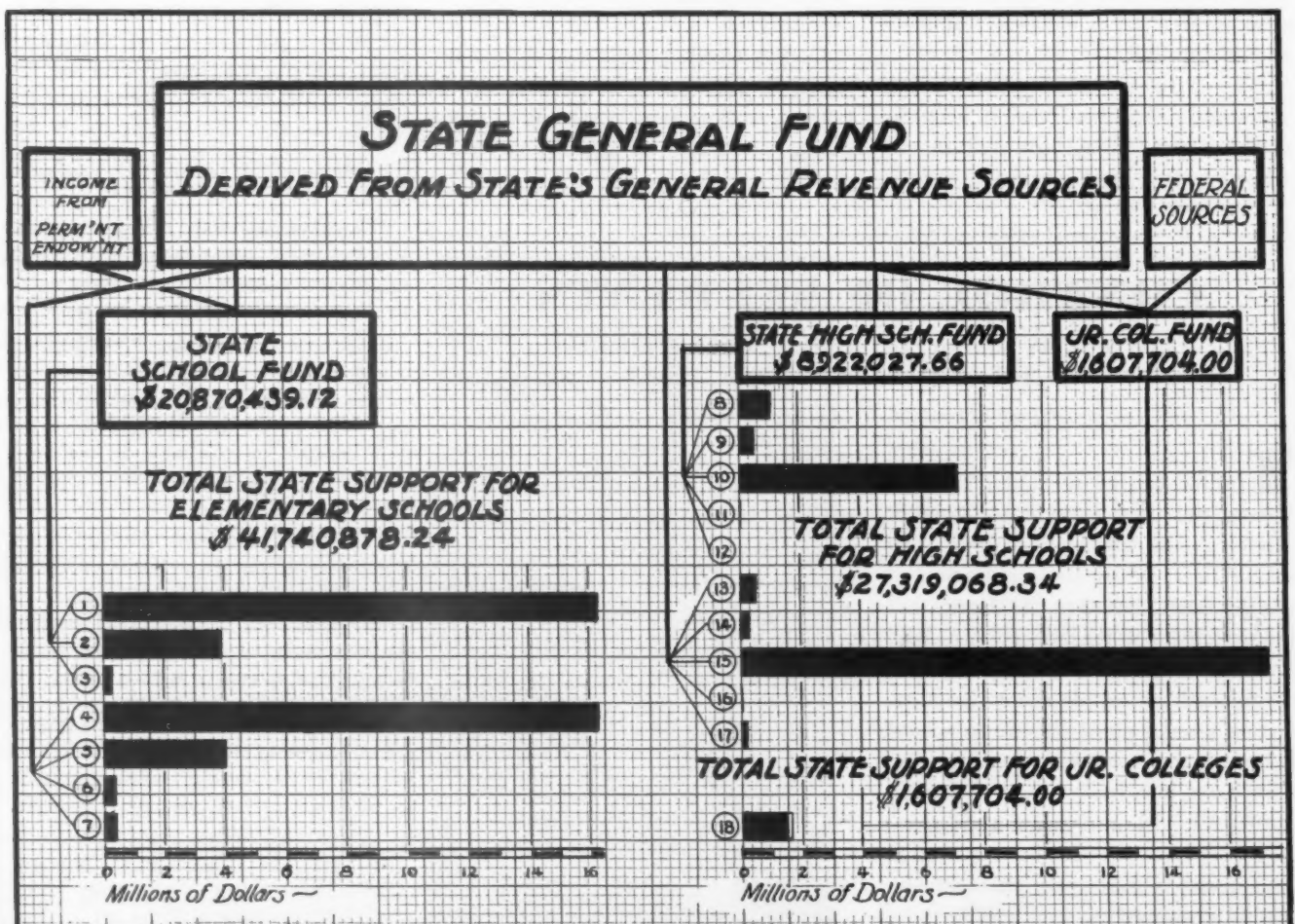
The State Junior College Fund is not provided for in the California Constitution, having been created by an act of the Legislature.

Explanation of the Chart

The **State General Fund** is derived from the State's general revenue sources.

The **State School Fund** is provided for in the State Constitution (Article IX, Section 4). The Constitution requires that the State School Fund shall consist of the income from the Permanent School Fund plus payments from the **State General Fund** sufficient in total to equal \$30 per child in average daily attendance in the elementary schools of the State. The income from the Permanent School Fund is usually in the neighborhood of half a million dollars annually.

By legislative enactment (S. C. 4.1)
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AROUND THE STATE

2. VENTURA, INYO, SAN BENITO, TRINITY, YUBA COUNTIES

VENTURA COUNTY

Develops Recreation With Federal Aid

Leslie Helhena, Supervisor, Physical Education and Recreation Ventura County Schools

IN the spring of 1935, when California had the opportunity to develop new recreational activities and to further utilize the play facilities already afforded in various play areas and school ground, recreational development was at a standstill in Ventura County. W. K. Cobb, county superintendent of schools, and the county board of education foresaw the possibilities for an enlarged program through the use of SERA funds for labor costs in playground supervision. Plans were drawn up for such a project and were subsequently submitted and approved.

In June of that year, work began in earnest with the appointment by the County Superintendent of two men to supervise recreational leaders who were to open play areas on July 5. The first task of these supervisors was to select from the SERA rolls, adults who had sufficient initiative and ability to provide competent leadership for this type of work. Selection was made through reference to the occupational cards on file and personal interviews.

Many Good Leaders

Fortunately, in this group were found a number who, at some time, had been connected with or had participated in recreational activity. As they were now classified in numerous other occupations, it was necessary to institute a training course in recreational leadership to bring home to them the duties and responsibilities with which they were now entrusted. A large majority of those in the training classes adapted themselves readily to this new field and were assigned to the various play areas which had made application for supervision. Local papers gave publicity to the opening of each playground so that, from the very start, some of these areas have been largely attended.

Within a week, seven playgrounds were operating, offering both inside and outside supervised play as well as handicrafts for boys and girls of school age. By the end of July, 16 playgrounds were being operated under supervision, and at the conclusion of the summer playground session on September 1, it was found that the attendance for the two months of operation had been 54,

480. The success of the project, and the need for continuing it were then realized.

Last spring (1936) the same procedure was followed on a much larger scale. There are now two projects for this purpose, WPA and NYA which also makes provision for gardeners who, with the recreation workers, co-operate with the WPA recreation leaders. Although each of these projects now has its own supervisor, he is under the guidance and jurisdiction of the county school supervisor of physical education and recreation. Four of these playgrounds are now supervised during the summer by leaders paid from the school funds of particular districts, using federal paid workers as assistants.

An All-Year Schedule

At the conclusion of this summer's program the schedules were shifted so that now these recreation leaders are working on a year-round, after-school and Saturday basis. To their initial training has been added a requirement that two days of each month be spent in round table discussion and further training in recreational activities, new games, handicrafts, and methods.

A new vocation and a new interest have been added to the lives of these leaders and a balance which was much needed has been furnished for the leisure life of all participants through this recreational program.

To summarize: In the short space of two years, recreational facilities in Ventura County, which once included one summer playground for children and one lighted play-area for adults, have developed so that they now include 17 playgrounds, 15 of which

Defender

B. O. WILSON, Contra Costa County Superintendent of Schools, issues from his office a helpful bulletin for the county schools. It is now in its second volume. A recent issue states, "California Teachers Association has a long and praiseworthy record as the supporter and defender of public education in California. As a united front its influence is strong and its services to schools and teachers are many. It exemplifies the adage: in union there is strength. The direction of this strength is in our hands to use in the service of the schools and the upbuilding of a profession."

operate throughout the year, and 15 lighted play-areas for night ball, etc.

These facts justify the program and indicate its value and possibilities. The public has become recreation-conscious, with the result that other groups now have a part in sponsoring the project.

INYO COUNTY

Dorothy Clara Cragen, Supervisor Lone Pine

Craft Work

EVERY school to have a work shop and every Indian school child to have an opportunity to work with his hands," is the motto of the Inyo County schools this year.

With this idea in mind teachers and school people have had their heads together for the past year with the results that the sound of the hammer and the song of the saw greets the visitor as he approaches the humming factory of education.

There are, scattered throughout Inyo County, about 200 Indian children of school age. Some of the larger schools have 40 or 50 enrolled, while in the sparsely settled districts there are only two or three Indian children. But whether few or many, some arrangement has been made to allow these children to create, to build, to mold, things which are useful, and which meets the need of each particular child.

Shy and Retarded

Too often our Indian children, shy and reticent, are allowed to slip to the background; awed into silence by their more precocious brothers and sisters, the white boys and girls. As a result they fail in their grades, become retarded, and consequently drop out of school as soon as they have reached the required age.

This year it is planned to give them as far as possible an integrated program, tying reading, writing, arithmetic, social studies, and language usage to the work being done in the shop.

Not all of the schools can have a separate room for a work shop. In some of the smaller schools there is a work table in the corner of the room, in the cloakroom, or in an improvised shelter near the building. "Where there is a will there is a way," has certainly been a true adage.

The whole plan was met with a great deal of enthusiasm on the part of the teachers. Knowing what was expected when they returned this year, many of them spent the summer attending classes held at various

playgrounds in Los Angeles, others attended craft classes given at large department stores, while some attended such classes given at universities and colleges.

Two Craftwork Teachers

Two teachers are employed in the county whose entire time is spent in teaching craftwork. These teachers report that the enthusiasm with which the Indian children enter into this work is unbounded. For the first time they are beginning to enjoy school life, to feel that they are a part of it.

Last year saw the beginning of the work, which this year has ripened into a real program. We have a few schools in which the enrollment is entirely Indian. Such schools carried on quite a little craftwork last year. A little Indian school at Shoshone made and sold to tourists many clever and odd little pieces of craftwork, typical of the desert country.

WE do not hope, or plan, through this program of craftwork to so train our Indian children that they may go out and engage in such work, although it may be possible that in some will be discovered a latent talent which may be so developed that he or she will go on into higher training in this specific field.

The vision we do have is that each Indian child may be made to see that he can do something, that he is worth something to the world.

It is the change that is going on within him that we are concerned about. We want to make him glad, to make him talk while he works, to laugh, to dream dreams, to have visions, and most of all we want to give him the courage to carry out those dreams.

We are working toward that goal in Inyo County.

Highest and Lowest

DOES Inyo County have the highest as well as the lowest school from the point of topography in California? Perhaps in the United States?

In a state where one can find such a varied climate, ranging all the way from the tropics to lands ice-bound throughout the year, it is not surprising to find schools located at these extreme points. Inyo County can, perhaps, lay claim to the greatest of these extremes.

High in the heart of the Sierra Nevadas, about 9000 feet above sea level, shadowed by rocky canyon walls, shut in by tall yellow pines, and rimmed by slender quaking

aspen, stands a small building. It was formerly a dwelling for miners, now made into a substantial little school house over which the flag of the United States is flung to the cool mountain air.

Into this little building each school morning enter a dozen or so boys and girls from homes surrounding the Cardinal Gold Mine. This mine is located high upon Bishop Creek. The canyon walls are not more than a quarter-mile wide.

The small edifice not only houses the school but is also the dwelling of the trim little teacher, who though reared in the city, is enjoying immensely her second year in these mountains which might be likened, or at least we Californians want to compare them, to the Alps.

Because of the heavy snows which fall in the back country of the Sierra Nevadas in the winter time, school starts at the Cardinal Mine School early in August. Even then coats are needed during certain parts of the day. Flowers are pushing their heads above the dry leaves and rocks. Seldom a day passes without a shower from the frequently overhanging clouds.

When Winter Comes

Summer is short in Bishop Creek Canyon, and still shorter the days. The sun rises late, and sinks early behind the tall cliffs. Early in the winter school will be closed to be resumed again in the spring. The little school house will stand silent and white while Winter knocks loudest at the snug little cabins high up on Bishop Creek.

Brr-rr-r!

NOW is a good time to cast our eyes toward another part of Inyo County. While the whole western part is wrapped in winter, what do we find over in the southeast corner? It is summer with the mildest of breezes, and the most colorful of scenery.

Here, 178 feet below sea level, is the Furnace Creek School. It is located on the Furnace Creek Ranch, that one fertile and well-watered spot in Death Valley.

If Miss Pound at the Cardinal Mine School could drop a line straight down to Mrs. Wegener at the Furnace Creek School that line would have to be around ten thou-

Dairying Around the World, a third grade activity by Miss Aaney Olson of Lompoc Elementary School, Santa Barbara County, is a particularly praiseworthy 16-page mimeographed bulletin, published by California Dairy Council, 532 Chamber of Commerce Building, Los Angeles, and 216 Pine Street, San Francisco.

Teachers interested in obtaining a copy of this progressive and excellently prepared activity may address Miss Olson or the Council.

sand feet long, or about a mile and three-quarters.

Furnace Creek Ranch viewed from an airplane looks like a great green splotch blending with the soft yellows, the purples, and the browns of the desert. On this ranch are grown those famous Death Valley dates.

A building erected for drying dates has been used for a school house. Here 15 or 20 boys and girls receive their elementary training.

At Furnace Creek

It is very warm when school opens at Furnace Creek. Sometimes the thermometer stands at 120 degrees. School starts at 8 in the morning in order that the children may be out early in the afternoon, thus escaping the heat in the small building at the hottest time of the day.

As school goes on the days become cooler, and winter time is much like Indian Summer or the late September days in other parts of California.

To the children of Cardinal Mine and Furnace Creek alike, school days are vacation days. In the high Sierra Nevadas it is a time of fishing and hunting, and in the early Fall the mountains abound with fishermen and hunters.

To the Furnace Creek children it is a time of getting acquainted with people and customs from all over the world. Forty or fifty thousand people from all corners of the earth visit Death Valley yearly. Surely the child is fortunate who attends either Cardinal Mine School or the one at Furnace Creek.

SAN BENITO COUNTY

County-Wide Program of Instrumental Music in San Benito County

J. Dudley Lawn, Supervisor of Music
San Benito County

SAN BENITO COUNTY is one of the smaller counties of the State. It is located in the heart of the central Coast Range, about 100 miles south of San Francisco; and is bounded on the west by Monterey and Santa Cruz counties, on the north by Santa Clara County and on the east by Merced and Fresno counties.

With the exception of one or two small valleys it is mountainous and sparsely settled. It is in the valley region surrounding Hollister, the county seat, that 13 of the county's 26 rural schools are located.

Since these 13 schools, comprising over 83% of the total rural school population, are located within a radius of 10 miles, it may be seen that the existing local conditions make possible the county-wide instrumental music program as outlined in the following paragraphs.

At the present time there are 23 rural schools receiving instrumental instruction

with a total orchestra enrolment of 340. By itself this number may not appear impressive, but when considered in relation to the total rural school enrolment it assumes a new significance. Since the total enrolment is only 1011, 34% of the children enrolled are studying some musical instrument.

At this point it may be well to present a table of instruments studied in the order of their popularity:

Violin	109	Saxophone	16
Piano	45	Clarinet	12
Guitar	34	Trombone	9
Trumpet	31	Bells	7
Mandolin	28	Bass-viol	1
Drums	25	Cello	1
Accordian	21	Flute	1

340

After glancing at the above table, some may be surprised that we encourage so many of the instruments that would never be found in a symphony orchestra, namely the guitar, mandolin, and accordian. We allow and encourage these instruments because since it is necessary for the child to provide his own instrument, the choice is often determined by the contents of the attic. However, in San Benito County we believe that any instrument that will give the child an opportunity to express himself through participation in the school orchestra is worth while.

Of the 23 schools receiving the service of the music supervisor, 17 are visited weekly for a period of about one and one-half hours, the remaining 6 are visited once every other week for a period of about two hours.

Co-operation Among Schools

In the more remote schools where attendance is too small to make a school orchestra possible, two or more schools come together at a central point for their music instruction. This method is used in three sections of the county.

In schools where instrumental instruction has been carried on for a period of more than one year, the allotted time is divided between the advanced group and the beginners.

At each meeting with the music supervisor, enough new material is presented so that the children may carry on their practice during the week under the direction of their classroom teacher. In many of the schools the classroom teacher participates in the orchestra as a student, thereby gaining a better understanding of the music problems of the children, and thus being better able to carry on the work in the absence of the music supervisor. In fact the success of the program to date has been in large measure due to the interest and co-operation on the part of the individual classroom teachers.

For those teachers who are occupied with non-participants during the orchestra period, there is provided a beginning orchestra class for adults that meets one eve-

ning a week in Hollister. In addition to the teachers, many parents and friends also take part in this evening class.

EACH spring we bring all the children together at some central point for our Music Festival. This, of course, combines both vocal and instrumental groups so that nearly every child in the county participates in this event.

Our rural school instrumental music program is not designed to produce professional performers, but rather to provide for the children a satisfying means of self-expression and to provide a worthwhile recreational activity for their leisure time.

TRINITY COUNTY

Mrs. Clara E. Van Matre
County Superintendent of Schools
Weaverville

TRINITY COUNTY has made considerable progress in the improvement of school buildings. Weaverville High School has moved into a fine new gymnasium building. The Hayfork Elementary School occupies for the first year a new building consisting of three nice classrooms and a fine large auditorium. Junction City has voted a bond issue for the erection of a new elementary school building which will have two classrooms and an auditorium.

Practically every school building in the county has been renovated, affording every child a clean and cheerful situation in which to work.

The Gates silent reading test and the Morrison-McCall spelling test have been given to all the pupils in the county. The papers have been corrected and the results tabulated. As a result of these tests and teachers judgments, the pupils are being regrouped according to their level of ability and suitable material is being provided. An attempt is being made to get the children and parents to realize that the important objective is developing power to do, rather than covering a certain amount of textbook material.

A Remedial Program

Special remedial cases are being studied in an attempt to diagnose the difficulties. A remedial program will be set up for these cases in an attempt to overcome their difficulties as early as practicable in their school career. Tests will be given again in June in order to estimate the results of the new set-up.

A definite schedule has been set up for the circulation of the readers, provided by the county, among the schools. A number of carefully-selected new readers were purchased this year. Every school in the county will have access to each set of books at some period during the year.

The following readers are now provided by the county: Cordt's, Work Play Books,



FIRST celebration of the Christmas festival on its present date, December 25, was in Rome, 350 A. D. The custom of a decorated Christmas tree began about 1600 in Germany; not until 1800 did the custom spread to other countries.

NOW ready: **EVERYDAY LIFE**, Book I (list price, 52¢), by Ethel Maltby Gehres. Also in this basal series are a Pre-Primer and Primer. The new first reader, like the phenomenally successful previous books, is illustrated with large action photographs of real children in everyday activities. Do you wish descriptive literature?



A bullet fired at the sun from the earth would take seven years to reach it.

NEWEST member of the Winston Dictionary family, **THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS**, continues to break all records for universal acceptance. Just adopted—by the state of Texas—for a period of five years for exclusive use in the Seventh Grade.

CHEOPS, the great pyramid, is calculated to weigh 4,883,000 tons; all this stone was transported and put into place chiefly by human muscle.

SELF-DIRECTED study of spelling in the early grades has done more harm than good, according to Tirey, Fuqua, and Black, authors of the **LIFE-USE SPELLER** (just off press). Specific helps for teachers and pupils make progress sure and easy with this text. Available in one volume or in two parts; may we send you further information?

A MAN weighing 150 pounds on the earth would weigh about two tons on the sun. Why? See **USEFUL SCIENCE**, Book II, p. 161. Are you using this popular series by Weed, Rexford, and Carroll? Books I, II, and III, for the junior high school years; or Book III, **USEFUL SCIENCE FOR HIGH SCHOOL**, for the one-year course in general science.



Only four motor cars were registered in the United States in 1895. In 1904, only two in Kansas City—and they had a head-on collision!

EDITOR'S SELECTIONS of books just published; ideal for school libraries and Christmas giving: **WAGONS WESTWARD**, by Armstrong Sperry, author of **ALL SAIL SET** (\$2.00) (12-18); **A DOG AT HIS HEEL**, by Charles J. Finger, Newbery Medal winner (\$2.00) (12-18); **CORPORAL COREY OF THE ROYAL CANADIAN MOUNTED**, by Jack O'Brien, author of **SILVER CHIEF** (\$2.00) (13-18).

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Real Life, Webster, Buckingham Book Shelf, Lewis and Rowland, Unity Activity Series, Literature and Living, Learning to Read, and Elson.

Besides these the county is providing a set of Health and Growth Series by Charters-Smiley-Strong and Science Reader for each grade. With the system of circulation carried out, there will be an adequate supply of reading material for each child.

The county purchased this year more than a hundred copies of pre-primers, primers, first and second grade readers for the reading tables of the various schools. The purpose of this was to stimulate free reading as early as possible.

Activity Programs

Activity work carried on in connection with social studies and integrated with the other subjects is being introduced gradually into the schools of the county. The Rugg books have been used for some time in the seventh and eighth grades. This year four of the intermediate grade Rugg books were purchased for each school in the county. These books and other books purchased is forming a nucleus for a reference library for the schools.

A number of teachers are teaching for the first time in Trinity County. These are: Barbara Bissell of San Francisco State College and University of California; Lealand Steir of University of California; Lillian Cline of San Jose State College, and Dorothy Dillon, Claude Kistner, and Mary Shinn, all of Humboldt State College. Vernon Grist is teaching in one of the emergency schools in the county. Besides these new elementary teachers, there are three new teachers in the faculty of the Trinity County High School,—Bessie Campbell, Eldor Lehfelt, and Ellen Wiltse, all from the University of California.

Trinity County now has a health nurse, doing health work in the county for six months of the present fiscal year.

For Yuba County, see Page 34.

* * *

Perry Paper

PERRY Elementary School, Redondo Beach (William E. Brown, principal), publishes the Perry Broadcaster, now in its third volume. This interesting and well-edited school paper is mimeographed with many illustrations, block-prints and color-work. Arthur Shimpan is editor. The material for the paper is selected from the entire school by room reporters. The actual publication is done by 7th and 8th grade pupils.

The school annual, The Blue and Grey, is also a highly commendable volume, illustrating the best features of progressive education, and published by the 8th grade. All of the work, including the illustrations, kodak pictures and bookbinding is done by the students. The 1936 annual is dedicated to Mrs. Brown; the editor is Loraine Sasse.

AGE FOURTEEN

WHAT I EXPECT OF THE BOY OF FOURTEEN YEARS

O. I. Schmaelzle, Vice-Principal, Balboa High School, San Francisco

I EXPECT him to be a real Boy, not a child, not a little old man, not a sneak, and not a sissy. Hence he will have enough red blood to fight his battles, even if he gets a black eye in the course of defending fair play or an honest deal.

I expect him to stand erect, look everyone straight in the eye, tell the truth, play when he plays, sleep when he sleeps, work when he works.

He is to know how to swim, run, hunt and fish; to play fair on the field, at school, in the home; to like dogs, have real friends, admire real men, stand by his heroes, look up to his mother, and see in Nature the touch of the hand of God.

What He Expects

Furthermore, I expect that the typical boy of fourteen has a father who remembers that he was once a boy, a mother who tempers her all-abiding love with justice, at least a brother and a sister, and a wise teacher or two; that his home is more than a pantry and a bed; that his schoolroom is an inspiration; that his teachers see something beyond marks; and that his church is more than a form.

But my expectations are many-sided. I rather suspect that the boy expects a few things himself. He expects his

parents to be responsible, clean, honest, human, modest, and of moral habits; to have a proper place to play, a good school, a faith or church; to be fed at least as sanely as are horses and cows; to have his desire for activity turned from deviltry into a useful purpose, wholesome play, or productive labor; to have his parents reverently tell him of the functions and care of his marvelous body; to be taught obedience and right thinking by example as well as by preaching; to have his capacity, interest and native ability studied and wisely directed; to have the idealism of his adolescence nurtured as though it were the voice of God. In fact, he expects to be guided, counseled and educated in the home and the church as well as in the school.

Our Boy

Is there yet more? Beyond my expectations or his expectations, there are our expectations. He is our boy, and he is to be our Thomas Edison, our Abraham Lincoln, our Horace Mann, our business man, our man among many. It is for us to give him his chance to be great, good, and God-like; to give him a parentage untainted by social, civic or industrial disease; to give him his rightful heritage of playgrounds, of good schools, and a clean city. It is for us to close the door of the corner tavern, the dive, the vulgar show. It is for us to prevent his exploitation in the factory or store.

Our boy cannot run this race with his feet tied. Why handicap him? He will do his share if we only give him the chance. If we are selfish and deprive him of what is rightfully his, it will eventually be our misfortune. When we all shoulder the responsibility, then and only then shall we find that our boy meets his expectation and our expectation.

Shadows

Mildred Long, Pomona

THE tree casts her shadow in the sun;
In winter, comfortless and bare,
For life ebbs low; but men as they run
In summer rejoice to tarry there.

Man casts his shadow day or night,
In home, or street, or office door;
It moves on slow, defies time's flight,
And leaves its mark upon the floor.

Oh man, what shadow do you cast?
Refreshing and healing like Peter's of old?
Life-filled and noble, or, blown by the blast
Of winter, crooked and narrow and cold?

A PUPPET STATE

Joyce E. Lobner, Lockwood School, Oakland

THE Superintendent asked teachers of experimental classes to report on their aims and purposes. I answered as to puppetry: "1st.—To cultivate the ideal of co-operation, and skill in co-operating. For this, puppetry is unexcelled, for plays cannot be produced without co-operative enterprise."

Good Citizenship

The other aims: craftsmanship and dramatic skill are obvious. Only those who have seen a puppet class at work, can tell of the experience in democratic government it furnishes. The goal of most children in a puppet class is to give a play because they enjoy manipulating puppets and they love applause. Some of them enjoy giving pleasure to others and many more acquire a taste for it.

In order to give a play, tendencies toward adolescent egotism and jealousy have to be controlled, for quarreling interrupts the dialog, and bossiness will cause the other actors to leave the young dictator without support, or else he will find himself "at liberty," and the play going on to success without him—a very wholesome lesson.

There must be harmonious co-operation, not only among the actors; the rest of the class must not interfere even though they cannot actively help except by listening attentively at rehearsals and making constructive suggestions afterwards.

Helping One Another

Usually those in a play have to borrow puppets from others to complete the cast. They soon learn to take good care of them because broken puppets are impossible to manipulate.

Even if a class has two or three stages, the groups of actors must work out an equitable schedule for practicing, for there may be six or seven plays in rehearsal concurrently.

When the class makes its puppets, every day at the end of the hour, there are tools and materials, besides

the puppets, to put away, also much sweeping and cleaning up to do. All this k. p. would be left for a few willing ones unless a sense of justice, order, and cleanliness is cultivated.

It is so easy at first to lay the unwashed paint brushes behind a box, but when one wants them next and finds them spoiled, the lesson bites in that the warning "Clean up," given ten minutes before the bell by a class-elected monitor, means something.

Those who don't return needles, get sharp looks from would-be sewers next day.

She Becomes Tidy

Finally the time arrives when weeks go by without a mislaid tool. As a climax, the most irresponsible girl in the class voluntarily puts the storeroom in order before spring vacation.

Does this not prove the puppet class a training ground for citizenship?

Louis V. Newkirk, director, handwork and elementary science, Chicago Public Schools, calls attention to five excellent bulletins recently issued by the City Department of Education,—1. Craft technics as an integral part of teaching method; 2. Elementary book and paper making; 3. Hand loom and basket weaving; 4. Construction of marionettes and puppets; 5. Construction of lantern-slides and maps.

These are available at 35 cents each. Address Mr. Newkirk at 228 North La Salle Street, Chicago.

* * *

Know Your Government

FRANCES M. REED, Americanization teacher, San Francisco Public Schools, and Helen E. M. Jensen, home teacher, Oakland Public Schools, are co-authors of a substantial handbook of 175 pages, presenting the essential materials for those persons who must pass examinations before they may become citizens of the United States. The book comprises 31 chapters, a list of questions often asked by examiners and other aids.

The distributors are Mrs. G. L. Millerick, 5347 Thomas Street, Oakland, and George Russell Reed, Jr., 431 Clay Street, San Francisco. Price 75 cents. We are pleased to bring this timely and useful text to the attention of California school-people.



3 Important New Books for Superintendents and Teachers

RUGG: American Life and the School Curriculum

Dr. Harold Rugg gives a picture of the development of American society and of education in America as a background for presenting a new psychology and new reconstruction of the curriculum. \$2.60, less discount.

TIPPETT: Schools for a Growing Democracy

A detailed description of the remarkable work done by the teachers of the Parker School District, Greenville, S. C., showing how the methods used in the Lincoln School experiment have borne fruit in a public school system. \$2.00, less discount.

NORTON AND NORTON:

Foundations of Curriculum Building

Bringing together and appraising the findings of authoritative research and other pertinent material bearing on curriculum content and activities. \$3.00, less discount.

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VACATION EXHIBIT

Jesse E. Rathbun, Teacher, Presidio Junior High School, San Francisco
C. A. Anderson, Principal

PRESIDIO Junior High School vacation-project program was brought to a successful climax with an interesting exhibit held soon after the opening of school. This program was organized under the leadership of Anna Anderson, vice-principal. Needless to say, the success of such a far-reaching program depends upon the careful planning preparatory to its inauguration.

Interest and enthusiasm was aroused during the closing weeks of the spring semester by the issuance of a special bulletin encouraging hobby-projects during the vacation period. A large number of pupils became intensely interested in the project as was shown by their achievements which made a very interesting and worthwhile exhibit.

Many pupils who ordinarily would have produced nothing worthwhile during the summer came proudly to school looking forward to participation in the exhibit.

An Effective Stimulant

The fact that their accomplishments were to be rewarded with recognition proved to be an effective stimulant during the summer. It is interesting to note that the quality of the work exhibited far surpassed the expectations of the school.

Pupils planning to enter exhibits were given instructions through a special bulletin issued to the registry teachers. Entry cards were issued to registry teachers for distribution to pupils desiring to make an entry. This card was to be attached to the exhibit for the purpose of identifying the contributor and classifying the exhibit.

Pupils were urged to attach a carefully-prepared but brief description to the exhibit. This served two very worthwhile purposes; first, it further aided the contributor in systematic organization, and in many cases encouraged research in connection with the hobby activity, which greatly added to the educational values of the program; secondly, it added a great deal to the

values received by others viewing the exhibit.

For example, the pupils were instructed as follows: the separate items in a butterfly collection should be named and classified; a science experiment should be explained step by step; a boat model should have an accompanying diagram naming the parts, etc.

Keen Interest Throughout

The exhibit was open to all interested visitors for a period of two days. In addition to a general invitation to everyone classes were scheduled to visit the exhibit during school hours. Judging from the general attitude of the visiting pupils the exhibit aroused keen interest throughout the school.

The following classifications of work were suggested. This list provided the pupils with an abundance of ideas for summer activity.

Airplane models
 Aquaria
 Art work, all types
 Basketry
 Beadwork
 Block printing
 Boat models
 Bug and beetle collections
 Butterfly collections
 Camp activities
 Coin collections
 Dressed dolls
 Embroidery and lace
 Herbaria
 Interiors—planning and decorating
 Maps . . Marionettes . . Metal work . .

Exceptional Children

NORTHERN California Council for the education of exceptional children has recently issued its sixth yearbook, a highly creditable volume of 64 pages. It comprises a valuable report of the conference held at Alameda High School and is well printed by the department of printing, California School for the Deaf, Berkeley.

The report includes 10 important papers, list of members, speakers bureau and other data.

Leo Baisden, assistant superintendent of schools, Sacramento, is president; Mrs. Katharine Inglis Sutter, 1334 Masonic Avenue, San Francisco, is secretary-treasurer.

Patch work
 Photography
 Pot flower culture
 Puppets
 Reading reports and illustrations
 Reports of plays, movies, etc., seen during vacation
 Science experiments
 Sewing
 Stage scenery (miniature)
 Textile collections
 Tapestry
 Travelogues
 Weaving
 Woodwork
 Miscellaneous

Recognition was given also to pupils who devoted vacation time to activities not adapted to the regular exhibit, such as the study of instrumental and vocal music, music composition, dancing, dramatics, etc., by arranging for their appearance during regular assemblies.

A CLEAR distinction should be made between this type of program and the well-known hobby exhibit. Of course this entire program has to do with the hobby interests of the pupils, but it goes farther by placing emphasis on vacation and hobbies, thus extending systematic and organized activity into the vacation period after school contacts are lost. The hobby interests of the pupils are provided for during the school term by after-school clubs sponsored by faculty members.

It is Pupil Motivated

The vacation project program is a pupil-motivated activity carried on during the vacation period without school contacts.

The stimulation for the vacation work may have originated in the school but the pupil is left to plan and develop his own work.

The values of a hobby are too well-known to repeat here. In addition to the wellknown values and objectives of a hobby pursuit the specific objectives of the vacation-project program may be listed as follows:

1. To give a definite purpose to vacation activities.
2. To stimulate interest in the worthy use of leisure time for all pupils.
3. To suggest and encourage worthy pursuits for children remaining in the city during vacation.
4. To give recognition to activity engaged in during vacation.
5. To give a large number of children the opportunity to see how others spend their leisure time.
6. To give a feeling of unity between school and home.
7. To provide a definite linking of in-
 (Please turn to Page 33)

The New World

WEEKLY broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, director of education, Western Division, National Broadcasting Company.

December 7—Emery Stoops, teacher, Speech and English, Beverly Hills High School; president, Phi Delta Kappa Fraternity, Alpha Epsilon Chapter, University of Southern California, Los Angeles.

December 14—Janie M. Stocking, Santa Cruz County Superintendent of Schools, Santa Cruz.

December 21—David M. Durst, Superintendent of Schools, Petaluma, Sonoma County.

December 28—Mrs. B. C. Clark, president, California Congress of Parents and Teachers.

January 4—Willard Morrill Brown, teacher, Phineas Banning School, Wilmington, Los Angeles City Schools.

January 25—Mrs. Joseph E. Morcombe, president, California Congress of Parents and Teachers Second District, San Francisco.

February 8—Mabel R. Gillis, California State Librarian, Sacramento.

* * *

Evening School Conference

George G. Trout, Director, Adult and Continuation Education, Burbank

The purpose of these notes is to give those who were not able to attend the recent Fresno conference, an idea of what transpired. The thoughts expressed are not necessarily a reiteration of any one speaker or of any group, but merely a gleaming and a recapitulating by one of the listeners.

PAUL H. KLEIN and his committee reported on Financing Adult Education, raising such questions as:

1. What shall we do about the diverting of adult education funds into other channels?

(a) Shall we safeguard these funds through legislation?

(b) Shall we attempt to solve the situation by tactful local diplomacy?

2. What are our legitimate debts?

(a) Other schools don't pay rent; should we?

(b) Is bond amortization legitimate?

3. What state bonuses are we entitled to legitimately?

4. After the WPA what?

Opinion favored tactful diplomacy, paying a fair share of our way, and asking for State and Federal help when and if the

WPA left us. In regard to rentals, etc., members were invited to review the Long Beach method.

George C. Mann reviewed the recommendations of the State Chamber of Commerce to the State Legislature, concerning adult education. In refuting their attack on adult education we gathered that:

The Attack on Our Work

(a) The attackers are well-organized and clever.

(b) They would have us believe that adult education was getting its funds at the expense of day high schools, which isn't true.

(c) Adult education is costly. (Actually the per student cost last year was about \$4 per year.)

(d) Adult education has increased because of the depression—and because of prosperity!

(e) Vocational education should be excluded, but admit that we should have more skilled labor!

(f) Our attackers confuse teaching-permits under the WPA and State-certificated individuals.

David L. Mackaye told us that our opponents are very influential bankers and industrialists who would put their stamp of approval on academic subjects but not on practical ones such as we now offer. For instance, they would approve a class in Latin for a young mother, but they wouldn't approve a class in Child Care and Hygiene such as we would offer.

It was suggested that we straighten this mistaken idea of what A. D. A. means. Our opponents would have it interpreted as a person attending evening school!

Also, straighten the matter of financing adult education. There must not be confusion within the ranks. Let us pay our way as usual, assume our burden, be open and above board as usual.

The people are for us; they throng to us for help—they sing our praises for helping them in a practical way. And they'll put their thumbs down on anyone who would stifle democracy by thwarting the education of its members.

In the Tenure discussion led by Will S. Kellogg, we discovered that:

(a) Only one of the many districts represented, issued contracts to its evening school teachers.

(b) Evening-school teachers who are employed 75% of the evenings that the school is in session, become permanent at the beginning of the fourth year.

(c) At least one school district would like to have the State Legislature pass a law making it possible for an elementary district to establish an adult school.

The conference closed with a business session, with J. E. Carpenter, president of

the Evening School Principals Association, presiding, which he likewise did for the other sessions. In this meeting we learned that:

1. Only four of the districts represented pay their teachers \$1.50 per hour, the remaining paying \$2 or more.

2. Some of the members would like to exchange financial statements with others in order to make comparisons and adjustments.

3. The Secondary Principals Association would be approached concerning the status of principals.

4. That a 50-cent fee from each member to finance the Association temporarily met with approval.

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Classroom Breakfast

*Classroom Teachers Department,
California Teachers Association,
Southern Section*

*Mary E. Frick, President
High School Teachers Association
of Los Angeles City*

RECENTLY at 7:30 a. m. at the Clark Hotel, Los Angeles, the individuals named below met for breakfast, during which was conducted the business of the Classroom Department, California Teachers Association, Southern Section.

It is interesting to note the distances which some representatives traveled to reach Los Angeles in time for this event, one delegate coming from Calexico on the Mexican border, and another coming from Santa Maria. These people are interested in their profession and in organization work.

Those present were: Albert M. Shaw, Los Angeles; Helen Kerl, Riverside; Ethel M. Roseland, Hollywood; Florence B. Stevens, Calexico; Ruth H. Libby, Long Beach; Francese W. Clough, Long Beach; Rhea E. Allen, Long Beach; Natalia Baker Morgan, Los Angeles (for Elizabeth Spriggs); Geneva Davis, Los Angeles; Mary E. Frick, Los Angeles; Carrie Fultz, Los Angeles; Edyth Thomas, Los Angeles; Mark Jennings, Santa Maria; Mary Fitzgerald, San Diego; Elizabeth T. Haylett, Hawthorne; Guidotta M. Lowe, Oxnard; Verna B. Gebhardt, Whittier; Anna S. Elaim, Glendale; Flora N. Cohn, Los Angeles; Beatrice Sayles, San Bernardino County.

Albert M. Shaw, National President of the N. E. A. department, was the guest speaker. Mrs. Pauline Merchant, of Garden Grove, presided in her usual efficient manner. The following business was transacted:

1. A regional conference-meeting of the Classroom Department at San Bernardino was arranged, the program to be furnished by the Modern Education Committee of the C. T. A., Southern Section, of which Mrs. Josephine Smith is chairman.
2. It was agreed that the Classroom Department would take a lead in the membership drive throughout Southern California.
3. The initiative measures on the November ballot were discussed.
4. The fifth Newsletter of the Department was distributed.

* * *

California Western School Music Conference (Southern District) will hold its annual fall meeting and luncheon on the campus of U. C. L. A. Saturday, **December 12**, beginning at 9:30 a. m.

Speakers will include Robert Gordon Sproul, Albert S. Raubenheimer, and Mary Ireland.

Two teacher exchanges this year in California, under auspices of the English-Speaking Union of the United States, are (1) Elinor Rees, Alhambra High School, and Miss M. C. Hunter, the Grammar School (a secondary school), Henley-on-Thames, Oxfordshire. Subject: French.

(2) Maxine Vasilatos, Galileo High School, San Francisco, and Sadie Dawson, Queen Mary High School, Liverpool. Subject: Physiology and Biology.

Elisabeth Patch, secretary of the Education Committee of the Union, has offices at 33 Commonwealth Avenue, Boston.

* * *

Commercial Teachers

NATIONAL Commercial Teachers Federation is conducting a special membership campaign drive. Edith E. Snyp, commercial teacher, Analy Union High School, Sebastopol, is supervisor chairman, California and Nevada.

The 1936 yearbook of the Federation, featuring commercial lesson plans and teaching techniques, has attracted country-wide attention. J. Murray Hill is secretary of the National Federation.

* * *

Fifty Years Service

CHARLES L. BIEDENBACH, retiring principal of Berkeley High School, has given 50 years of continuous service as a school administrator.

Born in San Francisco, graduate of the old Boys High School there, he graduated in 1886 from University of California. In 1887 he went to San Luis Obispo as supervising principal of schools.

He returned to Berkeley in 1889, was principal of Peralta School, later head of the English Department, Alameda High School, and in 1892, teacher in Oakland High School.

In 1901 he became principal of Dwight Way School, Berkeley, and in 1910 organized the first junior high school in the United States, the McKinley School, Berkeley. This school was visited by leading educators from all California and the nation. In 1912 he became principal of Berkeley High School and has served there continuously since that date.

Mr. Biedenbach was a founder and president of California High School Teachers Association, president of California Teachers, and has served for many years on C. T. A. State Council of Education. Mr. Biedenbach is president of Alameda County Board of Education and has held many other responsible educational and civic positions. He served as secretary-treasurer, Federated Council of California Interscholastic Federation since its organization in 1914. Charles L. Biedenbach has rendered faithful and distinguished service in the field of California education.

Child Life Arithmetics

*Christina B. Cameron
Assistant Superintendent of Schools
Richmond, Contra Costa County*

Six volumes, for grades three, four, five, six, seven and eight. By Clifford Woody, school of education, University of Michigan, Frederick S. Breed, department of education, University of Chicago, and James R. Overman, dean, College of Liberal Arts, Bowling Green State University. Cloth, illustrated; 1936; Lyons and Carnahan.

THE last 15 years have witnessed a wonderful improvement in arithmetic texts for the elementary schools. In the series under consideration, this improvement is first noticeable in the general attractiveness of the books. Equally important is the improved content. This is also noticeable by reason of what is omitted as well as the material presented.

The Child Life series is a very attractive set of books. The make-up is excellent with excellent binding. They are printed on good paper and the print is very good. Excellent features are the table of contents and the index.

The illustrations are excellent, being of proper size, not too large, colorful and artistic. Another fine point about the illustrations is that they are within the experience of the child.

The books are very readable with a vocabulary well within the age and experience of the child. New terms are introduced gradually. The problems are interesting and within the reach and experience of the child in each grade. Sufficient drill and repetition of material is provided. Additional material is provided for superior children.

The series employs very fine methods throughout. Among these are estimating answers, making own problems, oral analysis of problems, "mental" arithmetic, addition and subtraction taught at the same time.

As a whole, this is a fine set of arithmetics.

* * *

Homes and Schools

NATIONAL Congress of Parents and Teachers have brought out recently two very important books, 1. **Our Homes**, edited by Dr. Ada Hart Arlitt, professor and head of the Department of Child Care and Training, University of Cincinnati, a most useful volume of 232 pages, illustrated (paper 25 cents, cloth 50 cents) embodying materials suitable for individual reading and group study.

2. **Our Public Schools**, a splendid book for laymen, edited by Charl O. Williams, field secretary of the N. E. A., gives the history of the public schools, how they are organized, supported and administered, and their place in the new social order (prices same as above).

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Central Coast Section: President, Grace Beebe, Elementary School, King City.

North Coast Section: President, Mary Sample, High School, Arcata; secretary-treasurer, Mrs. Neal T. McClure, Ford Street, Ukiah.

Southern Section: President, Mrs. Pauline Merchant, Garden Grove; vice-president, Mrs. Genevra P. Davis, 855 North Avenue 50, Los Angeles; secretary, Mrs. Theodosia Thomas, 315½ Atlantic Street, Alhambra; treasurer, Ethel M. Roseland, 7610 Hampton Avenue, Hollywood.

Placement Service

California Teachers Association offers its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

The High Quality and Uniformity of Gold Medal Products



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Schools everywhere find this standard line of products performs a real service in helping develop and hold class interest. There is that smoothness and uniformity in Gold Medal Products which makes them a definite contribution to success in handling classroom projects. The following three popular items are standard supplies in schools in every part of the country.



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INVEST IN A JOB

A DISCUSSION OF THE QUESTION OF PROFESSIONAL ACTIVITIES

Joseph Burton Vasche, Oakdale

THE approach of another calendar year brings "dues" time—the time when membership in academic groups must be renewed by the teacher.

The question of how much should be invested in professional betterment is one which confronts everyone in the field of public education.

Many teachers find it more convenient to refrain from making professional investments, assuming that the salary check should be all profit. What would happen if the business man would adopt the same principle? Would his business grow or would it weaken and be eventually eliminated due to out-of-date procedures?

Teaching is much the same. Should not the teacher expect to invest in his preparation if he expects to keep abreast of changing times? Five per cent of his annual salary set aside for professional growth activities would serve to keep his status continually on the highest plane.

The avenues which are open to professional investment are the following:

I. Basic Professional Organizations

The teacher who holds the welfare of our existing schools as his first interest is an active member of his local city or county teachers association; California Teachers Association, his state group; and National Education Association, the national group.

The programs of these respective groups are broad; their functions are countless; and their successes are based upon the support given them by each and every educator.

It is interesting to note that such schools as are 100% enrolled in these three groups are, without exception, among the best in the land.

II. Supplementary Professional Organizations

The eminently-successful teacher is an active member of at least one special professional organization, selected upon the basis of personal interest from such state and national organizations as the classroom-teacher groups in social science, English, mathematics,

language, and science; the guidance and personnel associations; the supervisory and administrative organizations; and various professional fraternities in education.

III. Community Service Organizations

The valuable teacher is an active member of at least one community service organization, exclusive of the school. Chambers of commerce, luncheon and dinner clubs, community improvement clubs, lodges, churches, farm groups, and volunteer fire departments are but some of the groups which beckon the teacher in every community.

The teacher who makes a good job of his membership in an out-of-school group is serving himself and his community in a wholesome manner.

All outstanding school-people find their abilities solicited in developing programs of community groups. For example, one California administrator is serving this year as president of three major groups in his locality, as well as taking a prominent part in professional organizations, including membership on the board of education of his county.

Cherokee Sequoyah

GOUVERNEUR MORRISON, distinguished California author and historian, has completed his latest research entitled Cherokee Sequoyah. This richly-illustrated volume of 175 pages gives a fascinating account of the life and work of a great American Indian genius, Chief Sequoyah, after whom are named the California redwoods.

Sequoyah's wonderful invention of an Indian alphabet produced an immediate effect upon Cherokee development. In the fall of 1824, John Arch, a young convert, made a manuscript translation of a part of St. John's gospel, which was the first Bible literature in which the characters of the new alphabet were used. Hundreds of copies were made, and the work was widely disseminated. Later David Brown completed a translation of the entire New Testament.

Teachers interested in obtaining a copy of Mr. Morrison's new book may address him at 935 Market Street, Room 606, San Francisco. Price \$3.00.

IV. Welfare Contributions

The sincere teacher contributes to the annual roll call of his local Red Cross chapter, as well as to his local community chest drive. Such welfare contributions go to a good purpose, and the teacher, as a community leader, by his practice, sets up an example for students to follow. Many teachers, in addition, have been able to initiate Christmas drives with resulting good to the poor of their respective communities.

V. New Books

The progressive teacher keeps abreast of the literature of his field. He finds it worthwhile to his service as an educator to secure through purchase and rental copies of newer books as they appear upon the professional horizon. Many teachers find it advantageous to hold memberships in book clubs of both avocational and purely-academic types, for in this way are they able to build up their personal libraries at small monthly costs. Unlimited reading by the teacher broadens himself to a marked degree.

VI. Summer Study and Travel

The teacher who aspires to grow on the job realizes the values which lie in carefully-planned vacation activities. Summer study at the universities or colleges, either in California or in other states, offers a broad avenue of possibilities to the teacher who is anxious to widen his horizon.

As a supplement, he is aware of the opportunities for increased experience and first-hand knowledge which summer travel offers. He "discovers" his own and foreign countries by traveling through them. By careful budgeting of his time and money the teacher can make every vacation purposeful.

The individual teacher will realize from each of these professional activities returns in direct proportion to the interest and enthusiasm which he invests. He will find that every dollar and every hour which is spent in the spirit of "endeavoring to attain" will lead to enjoyment of many gains.

If you are one who is not reaping the dividends which are rightly every teacher's, you might seriously consider investing in activities of the profession.

Occupational Civics

*A Review by W. E. Moore
-Merritt Business School
Oakland Public Schools*

OCUPATIONAL Civics* presents humanistic achievements of society in a broader sense than the title indicates. Living in a complex civilization, after all, is an adventure. The important phases of society are avenues for exploration through which the student learns self-adjustment, self-evaluation, self-analysis and self-preparation. He explores them for values which are to make him a useful and integral part of a highly organized social order.

The dominant note throughout the book is guidance—not guidance by the teacher, but by the student's own evaluation of materials, problems, situations, experiences and present day conditions.

The approach to an understanding of civil government, social problems, economic welfare, individual integration and personal development is made through observation, analysis, and evaluation of situations and subject matter. There is an abundance of information, source material, and experiences for the student, and the book is permeated by the spirit of co-operation, individual adjustment and fair play.

To plan for an education, to choose a vocation, to achieve ideals of citizenship and character, to live honestly and industriously, and make wise choice of leisure time are objectives to be attained through active participation in life's affairs, instead of a passive attitude toward them. The author has blazed trails, vitalized content and pointed out both physical and intangible values in an interesting adventure.

Occupational Civics reads like a story, yet it is not a narrative. It is a compendium of fact finding and experience-awakening material, but it is scarcely a treatise on civics and occupations. The idea of adventure gives it a sort of story form and the human touch vitalizes the content. In the adventure there is close correlation between government control and individual co-operation; choice of trade, occupation or profession and individual success.

Nicely interwoven as a sort of introduction to important topics is a word-picture-sketch of the historical development leading up to the present. The student adventures into history of the past, lives in conditions of today and peeps into the world of tomorrow. Sprinkled along the way of adventure are bits of art, music, ethics, and philosophy which after all cannot be omitted in a successful adventure of life.

The style is simple and the vocabulary is within easy reach of the average junior high school student; 108 illustrations, and material for correlation with history and English enhance the value of the book.

*Occupational Civics, I. K. Giles; Macmillan Company, 1936. Net \$1.50.

John G. Terry is editor of Tulare County Schools Bulletin, now in its second volume. Roy L. Driggers is county superintendent of schools and is doing a great and good educational work.

A recent issue of the county bulletin is well filled with interesting articles concerning school affairs in that area.

Mr. Driggers, his deputy, Pat Kelly, secretary of the Central Section, C. T. A., Mr. Terry and the others in the county office are to be congratulated upon this professional bulletin.

Ginn and Company have brought out a Map Work and Study Guide to accompany

Muzzey's History of Our Country. This modern workbook, by Bishop, Robinson and Walker, comprises 100 large pages with inserted materials.

Central Section

New officers nominated for leadership of C. T. A. Central Section for the forthcoming year are: president, David R. Metzler, teacher in Fresno High School; for vice-president, Mrs. Neva Coalson, kindergarten-primary teacher in the Fresno City Schools.

These positions rotate throughout the areas in the Central Section and this year is Fresno City's turn.

Manuscript Writing

**Dr. Frank N. Freeman's
Method of
"PRINT to Script"**

The child begins with the use of large free letter forms and gradually reduces the size of his writing as age and grade advance.



First Grade Pupils

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Change to script by writing interesting stories about The Pilgrims, etc.

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with the minimum amount of time and effort*



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Above illustrated are the first and second grade "Print-to-Script" Practice Books. Each book contains copies for pupils and instructions for teachers, also space for recording best efforts of pupils. Price \$1.92 per dozen, less 25% F. O. B. Columbus, Ohio. Single copies 20c each postpaid. Perception Strips (complete set of 10)\$1.25 postpaid

Dr. Freeman's System advances the child's handwriting grade by grade. Teaching material consists of Teachers' Manual for each grade, Practice Books for Pupils in each grade and Correlated Perception Strips for either cursive or print for classroom use.



PERCEPTION STRIPS

This cut shows portion of Perception Strip for Grade 1.



Here is shown part of Perception Strip of cursive letters.

Teachers are invited to write for Free Copy of Dr. Freeman's Correlated Handwriting Folder, giving full details of this improved system and showing how pupils are taught so easily to develop a neat, rapid, legible style by definite progressive steps from 1st through the 8th grades.

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CALIFORNIA Teachers Association will hold a Modern Education conference, called by President John A. Sexson, on Friday, December 11, beginning at 9 a. m. at the Biltmore Theater, Fifth Street (adjoining the Biltmore Hotel), Los Angeles.

George H. Merideth, deputy superintendent of schools, Pasadena, will be the presiding officer. The theme, **The Nature and Significance of Personality**, will be developed through symposiums, informal discussions, and panels. A large and representative attendance of school people from all parts of California is anticipated.

The C. T. A. conference of last year on The Learning Situation was conspicuously successful. State conferences on important issues relating to the teaching profession and the welfare of California schools have long been a feature of California Teachers Association's program.

CTA HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1936 IN CALIFORNIA TEACHERS ASSOCIATION. ADDITIONAL LISTS WILL APPEAR IN JANUARY

Southern Section

Imperial County: Verde School.
Orange County: Brea-Olinda Union High, Diamond Elementary.
San Diego County: Chula Vista Union.
Ventura County: Mound District.
Los Angeles County: Pomona City—San Antonio Elementary.

Northern Section

Chico City: Chico High, Central, Oakdale, Salem, Chapman, Citrus Avenue, Linden, Rosedale, Bidwell, Paradise.

Placer County: Alta Vista, Central, Gold Run, Newcastle, Norden Emergency, Ophir.—Mrs. Portia F. Moss, Auburn.

North Coast Section

Humboldt County: Alton, Arcata, Banner, Blue Lake, Briceland, Bridgeville, Buck Mountain, Bucksport, Centerville, Clark, Cuddeback Union, Cutten, Eel River, Ferdale, Fortuna, Freshwater, Grant Union, Island, Jacoby Creek, Jones Prairie, Kneeland, Korbel, Little River, Loleta, Metropolitan, McCann, Miranda, Pleasant Point, Rio Dell, Rohnerville, Rolph, Scotia, Stone Lagoon, Trinidad, Wilder, Worthington.

All the Eureka City Schools—Arcata High, Eureka High, Fortuna High; County Office.

Mendocino County: Arena Union, Blossom, Bonita, Bridgeport, Calpella, Caspar, Comptche, Counts, Ellison, Leggett Valley, Noyo, Gaskill, Greenwood, Keene, La Rue, Laurel, Little River, McKay, Nashmead, Potter Valley Union, Signal, Simmerly, Two Rivers, Willits Union, Willow-Lima, Branscomb Emergency, Pacific Emergency, Pine Mountain Emergency, Yorkville Emergency, Leggett Valley High School, Point Arena High School, Ukiah High School, Potter Valley High School, Willits High School.

Trinity County: Douglas City, Island Mountain, Lower Trinity, Peak; Trinity County High School; County Office.

Bay Section

Piedmont 100%: Piedmont High School, Egbert W. Beach School, Frank C. Havens School, Wildwood School.

San Rafael: B Street, Coleman, Short, West End Primary, Laurel Dell.

San Leandro: Roosevelt Elementary.

Marin County: Tomales High School.

This is the seventeenth consecutive year that Piedmont has had 100% membership in the California Teachers Association as well as the National Education Association and the Alameda County Educational Association.

Central Coast Section

Teaching staff of Gonzales Union High School, L. D. Lilley, principal, is again enrolled 100% in C. T. A. The faculty of this school has maintained a 100% record over many years.

Monterey: Chular Union; Monterey City—Bay View, Del Monte, Oak Grove, Seaside, Walter Colton; Gonzales Union High School.

Sanja Cruz: Mintie White School, Watsonville.

T. S. MacQuiddy, Secretary, Central Coast Section, C. T. A., Watsonville.

Central Section

City of Madera Elementary Schools are this year, as for the past five years, 100% members of the C. T. A.—Paul L. Rivers, District Superintendent, Madera.

Tulare: Angiola, Central, Chatham, Cutler, Earlimart, Kings River, Union, Orosi, Packwood, Strathmore, Traver, Waukena, Woodlake, Strathmore High School and Woodlake High School.

H. W. Kelly, Secretary-Treasurer, California Teachers Association, Central Section; Visalia.

Delano Joint Union High School has again enrolled 100% in C. T. A. for the eighth consecutive year. In addition to 100% membership in C. T. A., 65% are members of the N. E. A.—H. R. Olson, President, Kern County Council, California Teachers Association; principal, Delano Joint Union High School.

All schools, Taft Elementary School District, are 100% in 1937 C. T. A. memberships.—Mrs. Myrtle Dailey, Taft.

(Please turn to Page 47)

Glenburn School near Fall River Mills, Shasta County, was recently destroyed by fire of undetermined origin. The school trustees will rent other quarters until the new school can be built.

* * *

School Music

NORTHWEST and California-Western School Music Conferences again sponsor a series of Pacific Coast School Music broadcasts, six in the fall and six in the spring, over the Red network (Western States Division), National Broadcasting Company.

It is the aim of the Conferences, which incidentally, represent a group of co-operative public music teachers of the Western States, to acquaint the public with the present day activities in school music education.

The programs are given by representative musical organizations from various schools of the Pacific Coast, ranging from the elementary level to the high school and college.

The fall series commences November 7 and concludes December 12. The programs are to be heard every Saturday morning from 9:30 to 10 o'clock.—Leslie P. Clausen, General Chairman, Pacific Coast School Music Broadcasts; Los Angeles Junior College.

* * *

Kindergarten Convention

CALIFORNIA Kindergarten Primary Association recently held its 13th annual convention at Hotel Oakland. The sessions were conspicuously interesting. The convention theme was: What is education for early childhood?

Among those who participated were: Eleanor Robison, president, Oakland Kindergarten Primary Association; Mrs. Dorothy Stuenkel, president, Bay Section, California Kindergarten Primary Association; Mrs. Josephine O'Hagan, president, California Kindergarten Primary Association; Mrs. Mattie Edmonds, vice-president, California Kindergarten Primary Association; Mrs. Eileen Parsons, president, Northern Section, California Kindergarten Primary Association.

WHY STUDY HISTORY?

AN ELEMENTARY APPROACH

Royal C. Marten, Teacher, Lincoln School, Imperial

THE solution to some of our junior and senior high school disinterestedness can, I believe, be found in building up positive attitudes in the grades.

Because the younger pupils are more docile and easier lead—at least less prone to think for themselves—we often fail to show them why they study particular subjects. It seems so unnecessary.

And yet, just a few years later, some of them will begin to ponder the why and wherefore of the school and its program, with far less open minds to appreciate reasons given by teachers as to why they have to study history, or this or that.

I have found the following approach to build up an interest and a purposefulness in history classes among sixth graders highly effective, and offer it for what it may be worth.

A definition of history in the pupils' own terms—perhaps in its widest scope as "the story of what has happened"—awakes participation.

The discussion can then be guided along practical lines and proceed from simple and definite ideas (such as stories of how we rely upon a person's character as shown by his past history) to more complicated understandings of how studying history helps in citizenship.

Here are five reasons or objectives which a sixth grade class worked out under questioning and indirect suggestion. Although the points were planned in advance, the pupils felt that they themselves had compounded them. They were in their own language, an expression of ideas which the questions suggested to them.

We study History because:

1. **History is interesting.** Pick out an incident in Robin Hood, or perhaps the story of Horatius at the Bridge, or that of some American pioneer such as Daniel Boone. That should be convincing.

2. **History teaches us many things without so much cost or trouble.** Every student can give some practical exam-

ple of how we have learned from the experiences of others and have avoided injury, trouble, or disaster — also where we have failed to pay attention to such. If individuals can learn from the life of others, why cannot nations learn a few helpful lessons from history too.

3. **History teaches us what is good character.** Perhaps the greatest contribution which the school can make to the pupil is in helping to build up character—to mold attitudes which will make for good citizenship.

There are so many lessons to be taught in courage, honesty, unselfishness, kindness, industry, and so on, that one hopes that an activity program (while developing initiative and freedom from harmful restraints) will not neglect these attitudes.

What is more American than the industry and frugality of a Franklin, the energy and inventiveness of a Burbank or Edison, the courage of Boone, or the ideals of a Washington or Lincoln?

4. **History gives us facts and ideas to use in solving problems.** Scientists learn by their failures, and thus finally

arrive at successful methods. History helps us to avoid the mistakes revealed in the lives of others.

Napoleon studied history in his spare time, and learned from it things which made him able to rule France capably, as well as become a great general. Reading about the battles of the past, he was able to find good ideas for his own battles and avoid the mistakes of those about whom he read.

5. **History gives us suggestions and encouragement in facing the troubles of life.** Nothing is more disheartening than failure. Is the school child prepared to cope with it? Its effects may be lessened and new hope given if only the child has the attitude of continued courage. Where might one better learn this than in the story of a Lincoln or any one of a thousand "successes."

The above five points might well serve as objectives for teachers as well as reasons for pupils. And, if the purposes of the teacher and the pupil so coincide, we have an excellent situation for learning.

* * *

C. L. Suffield, former principal, Ocean-side Union High School, San Diego County, and later in the research department, Los Angeles City Schools, has accepted appointment as business manager and director of adult education, Palo Alto Schools. He is completing his work at Stanford for an Ed. D. Degree.

EXPRESSING YOURSELF

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A series of composition texts for the high school built on the plan of—

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BOOK I, grades 9 and 10

BOOK II, grades 11 and 12

Part I, grade 9

Part III, grade 11

Part II, grade 10

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Write for circulars

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El Padre

Roland Eberhardt
Exchange Editor
of El Padre
Teacher
San Jose High School

Sierra Educational News takes pleasure in reproducing the accompanying cut, kindly loaned by El Padre, and indicative of the worldwide relationships of California schools and California teachers.

IN addition to being an extremely busy person, in carrying out her duties as president of Bay Section, California Teachers Association, Ada V. Withrew is also editor of El Padre, the official magazine of the Santa Clara County Teachers Association.

The accompanying cut gives a small idea of the amount of foreign mail alone that reaches the exchange editor every month.

Leaders in education, from many parts of the country and the world, contribute to this remarkably wide-awake little magazine that reaches all members of the association.

El Padre, published twice a year, receives many complimentary notes from readers in distant states and countries.

EXPERIENCE

FOR STUDENTS ON THE JUNIOR
HIGH LEVEL

Lawrence E. Toddhunter, Principal
Roosevelt School, Selma, Fresno County

ROOSEVELT School of Selma is an elementary school housing the sixth, seventh, and eighth grades. As the eighth grade is divided into three sections, a plan has been developed so that the graduating class may elect officers representing all three of its sections. The working out of such a plan naturally created an ideal situation for motivating much work of real

value to eighth grade Social Studies.

The entire election procedure paralleled as nearly as was practical the actual program that is carried on in adult political life.

Each eighth grade section, in class meetings, nominated one person for each of the offices of: class president, vice-president, secretary, treasurer, and yell leader. Immediately following these nominations, each nominee selected his own campaign manager.

The managers had charge of all school assemblies and poster advertising during the campaigning. Certain intermissions were lengthened during the three days of campaigning to allow for school assemblies at which managers introduced their candidates,

and to allow candidates to present their platforms to the student body.

At the end of three days of campaigning, regulation voting booths were obtained and placed in a convenient place. An election board was appointed. Ballots were printed. The eighth graders voted in a manner very similar to those in a regular, legal, election.

Interest Is Natural

It is needless to add that teacher motivation was entirely unnecessary during this entire activity. Enthusiasm and interest were natural and plentiful.

The democratic ideals of government were stressed at all times. The sponsors of this life experience feel that it has genuine long-term values, as well as present-day values, for these children.

NEW JOURNALISTICS

Laurence R. Campbell, Marysville*

JOURNALISM students and teachers knock-knocking 'round and 'round for new fields to conquer won't have to call in Philo Vance or Charlie Chan.

Challenging them today are opportunities to get worthwhile experience by serving both their school and their community. They need not be content with a good newspaper, magazine, or yearbook; there are other important services to perform.

Consider the school's need for news service with the accent on accuracy. What day doesn't pass when students want to be sure of game scores, election results, sales proceeds, committee appointments, dates of coming events? They want to know the evening's radio programs, the motion-pictures being shown locally. Some of them without newspapers in their homes would appreciate a summary of news in general.

Frequently an alert staff can provide this information on the bulletin board every morning. They can supplement it with jokes and features, with snapshots and cartoons, with the announcements and statements of the administration. They can even arrange for special exhibits for different classes and activities.

Permanent centralized control of the student body's publicity, promotion, and advertising is also desirable.

An Energetic Staff

An energetic staff will be kept busy the whole year making posters, planning stunts, and organizing campaigns to help the games, dances, plays, carnivals, open house programs, and similar activities. Once a faculty and student body become accustomed to such assistance, they will wonder how they got along without it before.

Newspapers usually consider other news too important to waste their reporters time covering the general news of the school. Consequently, student-reporters should be mobilized to write this news in the style and form and

under conditions acceptable by the papers concerned. Often this may involve writing stories every day, but an efficient staff can soon learn to get the news, to write it quickly, and to turn it in promptly. The accent on accuracy is always essential.

Use Lower Classmen

In many large schools the important publication activities are often handled almost exclusively by juniors and seniors. As a consequence many freshmen and sophomores lose interest, participate in some other activity, and never enjoy the training journalism would provide. They should be given an opportunity to write and edit little class papers. Thus each student could get four years of experience in journalistic activities.

These suggestions are only a few of those which might be considered by many schools. Local conditions vary, consequently teachers and students should adapt new activities to their own situation.

They should also look about to see what other opportunities deserve the attention of up-and-coming high school journalists.

*New journalistic activities proposed in this article were developed in the Marysville Union High School by the writer, who was recently granted a year's leave of absence to accept a teaching fellowship in the Medill School of Journalism at Northwestern University, Chicago. During his absence publication activities are being supervised by Raymond H. Rhodes, acting head of the English department.

* * *

Tours For Adults

One of the many interesting activities of the Adult Center of San Jose public schools is that of the Sunday afternoon environmental tours which are made to various institutions and agencies of interest in the bay region. The first of these tours this year was to the United States public health laboratories and hospitals in San Francisco. David L. MacKaye is doing splendid work as director of the Adult Center.

AN ORAL LANGUAGE PRACTICE BOOK

By MABEL VINSON CAGE
Author of "Spoken Drills and Tests in English"

List Price \$.90

A drill book for oral language practice based on the theory that unless correct usage is on the tongue's end, it is not functioning. A child will write "Yes, I've seen him, he's gone down the street" a hundred times correctly, but meet him in the hall and he will say "Sure, I seen him, he's went down the street." Our author contends that had he *practiced that sentence orally* he would have been more likely to *say* it correctly. Perhaps ninety per cent of our use of language is *oral*, therefore the establishment of the correct language pattern must come through *training the tongue and ear*.

This practice book provides a unique device for testing individual oral language usage. It provides drills for establishing a correct language pattern followed by Cumulative Habit Tests.

No rules of grammar are given. The book is designed to establish *patterns of speech through ear training* rather than by rule.

Over 1300 test sentences. Key sentences and a score sheet are provided.

AN ORAL DRILL BOOK FOR
USE IN GRADES 5 AND 6.
MAY BE USED FOR SLOW
GROUPS IN JUNIOR HIGH
SCHOOLS.

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California

NOW IS THE TIME

Thomas E. Walt, Teacher, National City Junior High School

IT is probable that by this time, in most communities, the worst effects of the depression have been felt. The educational situation is again resuming its position as the most important progressive process.

At least such a condition would seem to be indicated by the cessation of remonstrance against the much-maligned "fads and frills" of education.

If this is really the case, then the time might be ripe to press home the fact that these changes in education are nothing other than the reflection of greater changes that are taking place in our entire civilization.

Yet it is during these economic crises, when almost every expenditure is publicly pronounced unjustifiable, that educators suddenly realize that improvements in educational method have to be justified to the public.

During economic crises, the public, in its outlook on education, reverts to what it considers to be the essentials. New thought in education is designated as "fads and frills" and as such must be deleted. Even the foremost of public-spirited citizens begin to talk retrenching in Education without stopping to consider that most retrenchment is retreat and capitulation of all advance made in the previous decade.

Why Use Scythes?

After all, "fads and frills" are little more than a summation of everything new in education since the middle ages. To consider them as non-essentials is the same thing as saying that civilization has made no appreciable advance in the last several hundred years; that life and preparation for life is no more complex than it ever was; that the objectives of education have attained an improvable direction that must remain forever stationary and unaffected by new thoughts or new ideas. A suggestion even during critical moments that the farmer should run the harvester into the ditch and return to the scythe would be laughed at as ridiculous but the abandonment

of new educational thought for the "three R's" is taken for granted.

The fact that education is a socialized process rather than an individualized enterprise is, no doubt, the reason why retrenchment seems to be necessary. The results are not immediately apparent. Values, for the moment, have suddenly changed and in the schools the educational policy must fluctuate with these values. The curriculum must be stripped of all life-enriching activities that attempt to develop the social and cultural life of the child so that he may be adequately prepared to step into his place in society.

It is the child who becomes the loser. The setback received by education is only temporary, for reawakened common-sense will eventually carry it forward again. But the children in the schools during these periods have been deprived of several years of social education which may be a permanent handicap. And it might have been the father of just such a child who demanded retrenchment and justified it on the grounds that the "three R's" had been good enough for him and his father and, therefore, was probably good enough for Junior.

But the "three R's" aren't good enough for Junior. And why? Because Junior is not living in the same world that father and grandfather lived in. The thirty years that have elapsed between the education of father and that of Junior have witnessed the introduction into popular use of the automobile, the airplane, the radio, and a thousand other things that father's teachers could ignore but that Junior's cannot. The machinery of civilization has become too complex. And to say that the "three R's" constitute an adequate education is about as sensible as saying that the delicate parts of a fine watch can be assembled by a person whose only tool is a monkey-wrench.

The "three R's" are tools, certainly, and as such they should serve as the foundation for education. But tools would be of little value to the person

who does not understand the machinery to which they are adapted. A child who had only his educational tools would only have slight advantage over the child with no tools at all if he did not also know the working of the machine of civilization in which he is to take his part. The conclusion has already been drawn, by persons outside the teaching profession, to the effect that a buggy education is not adequate in a machine age. And, if this is true of any field, certainly it is that of education.

Teach the People

However, this continued belief in the efficacy of the "three R's" by the public is, in part, the fault of the teaching profession. Opposition to change must always be expected and overcome. The new inventions in the textile industry that marked the beginning of the Industrial Revolution were opposed by the mass of people, and so were railroads, steamships, and automobiles. And opposition to new inventions was not overcome until the public had been made accustomed to rapid change in the field of machinery, in other words, machinery-conscious.

But even now, in the face of adverse conditions, educational method is progressing and, if it is to continue to progress, it must continue to change. And this change will make necessary more and more of the so-called "fads and frills" that will arouse increased opposition.

So now is the time for teachers to take the viewpoint of the public into consideration and introduce the people to the new objectives that serve as a foundation for activities that have found a place in the curriculum.

HERETOFORE we have let teaching speak for itself but the results of teaching are not as immediately apparent as are inventions in a mechanical field and, as a consequence, few outside the profession really knew what was going on.

So let's not wait for another depression, when all self-justification will be looked upon as mere rationalization, but strive now, while prosperity is returning, toward making the public education-conscious.

(Continued from Page 22)

terest between the vacation period and the opening of school.

8. To extend systematic and organized planning of endeavor into the vacation.

In addition to the above-listed specific objectives there are certain very definite recognized educational values resulting from such a program. Supposedly the school provides a suitable program supporting the biological and psychological as well as the physical development of the pupil. The major problem when school closes is to continue this development along desirable lines of creative activity.

By a well-planned and a properly motivated Vacation Program it is believed that the school extends its influence farther into the life of the pupil during his summer vacation. The following are listed as a few ways in which the vacation project program aids in making the entire educational program more effective.

What It Does

1. It provides the school with a definite knowledge of an area of concentration on the part of the pupil during vacation thus suggesting an approach for individual guidance and counseling.

2. It tends to create definite integrative forces in the life of the pupil by providing a close correlation between school and home activity.

3. It provides a situation in which the pupil may work and establish his own working level and achievement level, and pursue his own line of interest without pressure from teachers and grading systems.

4. It tends to create a field of common interest between the pupil, parents, and school personnel.

5. It encourages a natural and normal rather than an artificial situation for the pursuit of leisure time.

6. It provides for intellectual and motor development by aiding the pupil better to co-ordinate his mental and motor activity and presents an opportunity for wholesome mental, emotional, and physical development during a period when encouragement for such activity is often lacking.

THE vacation project program has definite concrete values and should be encouraged and supported by a large number of schools.

The vacation period becomes a problem to many pupils and parents because school doors are abruptly closed and the pupil is left unorganized, so to speak, without a definite purpose in mind.

The school cannot go with him through the vacation, nor can it be responsible for his activity out of school, but it can suggest a plan which he may follow.

The result is that he can organize his

vacation activity which greatly aids normal development to continue along desirable lines from where the school leaves off.

* * *

Support C. T. A.

SAN MATEO County Teachers Association issues a worthy mimeographed bulletin, now in its fourth volume. The officers this year are: president, Charles Morris, San Mateo Junior College; vice-president, Florence Mosher, Redwood City; secretary-treasurer, Dorothy Jones, San Bruno; editor, Clive M. Saiz, Daly City.

The bulletin is mimeographed by the commercial department, Jefferson Union

High School, under direction of Miss Marjorie A. Robinson.

A recent issue states, "Let us manifest our professional spirit this year by giving our 100% support to our two great professional organizations, C. T. A. and N. E. A."

An Example to the State

"They need us, and we need them. C. T. A. has always had excellent response. Last year it fell short of a 100% record for the county by only a very few members. Those who did not join in 1935, give your co-operation this year, and make the solidarity of our county an example to the rest of the State."

What Teachers Say About

The following comments came to us entirely unsolicited. They are only a few of the many received.

OUR BUSINESS LIFE

By Lloyd L. Jones

- (1) I am a member of the committee that adopted OUR BUSINESS LIFE, and I am very happy with the text. I haven't a single complaint to make of the book.
- (2) I am enthusiastic about OUR BUSINESS LIFE and am getting splendid reactions to it from my students.
- (3) I am getting along fine with OUR BUSINESS LIFE and both the students and I like it very much.
- (4) OUR BUSINESS LIFE is by far the best thing of its kind I have seen and I am enthusiastic about it.
- (5) I like OUR BUSINESS LIFE very much. The penmanship drills are excellent and I have noticed a decided improvement in the quality of the students' work since adopting the book.
- (6) I think you have not overstated in the printed announcement the charm and practical good sense of OUR BUSINESS LIFE. In fact, I think you have dug in a number of yards in advance of any other business text of this kind.
- (7) It is gratifying to see OUR BUSINESS LIFE adapted to individual instruction by means of the work book with the title EVERYDAY PROBLEMS IN OUR BUSINESS LIFE. I see no reason why our high school boys should grow up to become the despair of bank clerks, express agents, and merchants in general, or why our girls as grown women should have to be initiated into the more rudimentary facts of insurance, banking, and the like.
- (8) Especially gratifying to the progressive educator is the material in OUR BUSINESS LIFE on family budgets, and income and expense records. Though coming late into our public school curriculum, such student activities as the kind introduced in OUR BUSINESS LIFE and in EVERYDAY PROBLEMS IN OUR BUSINESS LIFE should do much to make our future citizens self-regulating in matters of prudent family expenditure.

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Our Business Life, Complete Edition.....	\$1.50
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Everyday Problems in Our Business Life, Complete Edition.....	.80
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Teachers of junior business training are invited to send to our nearest office for a sample copy.

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INDIAN HARVEST

RURAL SOCIAL STUDIES ACTIVITY (1-8 GRADES)

Etta L. Johnson, Teacher, Challenge Elementary School, Yuba County

OUR dramatization of Indian life was the outcome of interest resulting from a discussion of our texts and traces of Indian camps in our neighborhood. Since Indian stories and customs are of interest to all grades, and each grade at that time was touching on a phase of Indian life in its course of study, it soon became apparent that the children were not satisfied to merely discuss Indian tribes.

At first, a suggestion was made to give a short program of stories and poems bearing on Indian life, or give a play from one of our magazines. We found, however, that the possible plays were not adaptable to our situation. One of the older pupils suggested that we write our own play. His suggestion met with immediate approval.

The following day we discussed the outline of our play, and in more detail, the first act. We soon discovered that our language, names and plan of thought were more American than Indian; so the need of more working material was inevitable. For the next two days, the fourth to the eighth grades inclusive proceeded to do intensive reference reading in order to gather ideas, language expressions and names.

Some of the more advanced primary pupils made lists of names, or when I was occupied, they read Indian stories to the younger ones. At other times the primary children talked about and acted out Indian ways, or drew pictures of Indians, wigwams and Indians doing something.

We also wrote stories together on the blackboard, and thus learned many new words. Later, we made picture books of Indian life, and a frieze depicting Indian customs.

They Take Indian Names

Soon these children, together with the older ones, were living the lives of Indians even to going by Indian names in their play periods. After the upper grades had acquired more material, each student wrote his version of the first scene. We, then, had a group reading and discussion of this scene, and found that only two had written it in play form, the others being written more like stories. This error was quickly corrected by comparison with the two correct papers.

After a second writing, the upper grades chose a very capable leader to condense the best parts of their papers into one play. By

forming a round-table, all were able to give helpful suggestions. These pupils succeeded so well working together that I allowed them to work out the remaining acts through group activity, and, also, left them to their own resources unless they asked for help, fearing, otherwise, that my ideas and not their originality would be in the play.

When they had finished, the play was read to the entire class. Each pupil had a name and very fitting part. (Also, let me add, that they had broken away from our original outline.) After the first rehearsal we found that a number of changes needed to be made, and that our four-act play could be cut to three acts by condensing the last two scenes.

Indian Plant Lore

During the writing of the play, and after its rehearsal began, we realized that we needed a number of materials to make us look like Indians; so we began to exploit the nearby woods where Indian campoodies had once been. Flint was gathered. Willow bushes were found to make excellent bows and arrows for our purpose, as Indian designs could be cut in the bark. One boy used yew wood for his bow. Strong cord and buckskin sufficed for the bowstrings.

The possibility of Indian dyes were soon noted. Dyes were made of blackberries, onion skins, beets, cascara berries and squaw bush berries, and with less success walnut and oak bark, and leaves. The best dyes were made from the cascara and the squaw-bush berries. Some of the children used the dyes to write on madrone bark and paper towels, as they resembled early Indian paper. Since the dye was hard to remove, calamine powders were substituted for marking the tribe's faces and arms.

Our costumes like the rest of our play proved to be very inexpensive. Imitation buckskin shirts for the boys were quickly made from barley sacks; these were then painted with colorful Indian designs by using calamine paint.

Of course the chief's costume was the most elaborate. Fringes of wrapping paper were attached to their jeans. Chicken and turkey feathers were collected and colored

for the tribe's headdress. By adding a few pheasant's feathers to the chief's headdress an impressive appearance was given to him.

The girls wrapped Indian blankets about them or made barley sack fringed dresses and painted designs on them. Strings of Indian beads were made from berries and rolled paper. The most successful berries for beads were madrone and rose. Headbands of beads were made by the girls, and a few added beads to their costumes.

MANY other articles around the school house were found to be of use. Pottery was made from plasticine, heated phonograph records and jars painted with Indian symbols. Two wigwams were constructed by wiring sets of three sticks together and then covering them with sacks and blankets. On these, too, Indian symbols were painted.

A Realistic Setting

A natural setting was given to our play by covering the floor with pine needles, leaves and burrs. For the background we used real shrubbery, small trees and cornstalks. By leaning the cornstalks in groups of threes they would stand without other support, we found.

English and art played an important part in the making of appropriate posters, invitations and souvenirs. The following invitation was composed orally by the class:

*Indian Summer is here so soon,
And with it comes the Harvest Moon.
So we are inviting you today,
To come to our Indian harvest play.*

This verse was enclosed in original folders portraying the Indian theme. On some were colored pottery, wigwams, Indian writing and so forth; and others were made into various shapes such as teepees. Through variety we were able to stress originality. Souvenirs were made by having the program hectographed and enclosed in a colored Indian head. The head model was designed by an older girl. Colored paper feathers with the play's name "Indian Harvest" written on it were made to pin on the people as they entered.

Songs and Dances

A chance for music development was given when our play called for Indian music and dances. We created the boys war dances by a variation of beats on the tom-tom, and a varied tempo. Two of the Indian songs were taken from *Our California Home* by Irmagaarde Richards, and fitting motions for a dance were attached to them.

Last of all a display table was erected, which proved very interesting and instructive.

Various Indian stories, poems and songs were added to our program to give sufficient time between the acts.



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(Continued from Page 16)

the State School Fund must, in addition to the above constitutional requirements, be sufficient to pay one-half the excess moneys expended by elementary school districts for the education of physically-handicapped children.

The **State High School Fund** is provided for in the State Constitution (Article IX, Section 6). The constitutional requirement is that this fund shall equal \$30 per child in average daily attendance in the public day and evening secondary and technical schools of the State.

By legislative enactment (S.C. 4.31) this fund must, in addition to the above constitutional requirement, be sufficient to pay one-half the excess moneys expended by the high school districts of the State for the education of physically-handicapped children.

The **State Junior College Fund** is not required by the Constitution, having been created by an act of the State Legislature (S. C. 4.51). It comprises moneys derived from federal apportionments (S. C. 4.51) and transfers made from the State General Fund (S. C. 4.52) in amounts sufficient to provide \$2000 for each junior college district, plus \$90 per unit of average daily attendance in district junior colleges. The income from the federal mineral-bearing lands, which make up the federal apportionment to the State Junior College Fund, is variable. Usually it is between \$200,000 and \$500,000 per year.

A MORE detailed description of the bases upon which State appropriations to public education are made follows:

APPORTIONMENTS FOR ELEMENTARY SCHOOLS

I. Apportionment of the State (elementary) School Fund.

The State School Fund comprises annually an amount sufficient to provide \$30 for each unit of average daily attendance in elementary grades in the state during the preceding school year, together with such amounts as may be necessary but not to exceed \$100 per unit of average daily attendance of physically-handicapped children to

APPORTIONMENTS FOR ELEMENTARY SCHOOLS*

I. From the State School Fund :	
(1) At \$700 per teacher unit.....	\$16,295,300.00
(2) At \$5.768 per child in average daily attendance.....	3,879,010.00
(3) One-half the excess cost of educating physically-handicapped children	278,387.17
II. From the State General Fund :	
(4) At \$700 per teacher unit.....	16,295,300.00
(5) At \$5.768 per pupil in average daily attendance.....	4,005,306.57
(6) One-half excess cost of educating physically-handicapped children	278,387.17
(7) To Unapportioned County Elementary School Fund	291,445.38
Total state appropriations for elementary schools for the year 1936-37	\$41,323,136.29

APPORTIONMENTS FOR HIGH SCHOOLS

I. From the State High School Fund :	
(8) \$550 per year maintained.....	\$ 1,152,800.00
(9) On the basis of 30 units of average daily attendance in special day and evening classes and evening high schools.....	542,980.00
(10) At \$24.2696 per unit of average daily attendance.....	7,184,194.09
(11) For one-half the excess cost of educating physically-handicapped children	41,547.66
(12) To Unapportioned County High School Fund	505.91
II. From the State General Fund :	
(13) At \$250 per year maintained.....	524,000.00
(14) On basis of first 30 units of A. D. A. in special day and evening high schools	271,490.00
(15) On total average daily attendance.....	17,374,113.68
(16) For excess cost of educating physically-handicapped children..	41,547.66
(17) To Unapportioned County High School Fund	185,889.34
From State High School Fund and State General Fund for 1936-37	27,319,068.34

APPORTIONMENTS FOR DISTRICT JUNIOR COLLEGES

I. From State Junior College Fund :	
(18) At \$2000 per district junior college maintained.....	\$ 34,000.00
At \$90 per unit of average daily attendance.....	1,573,740.00
Total for the year 1936-37.....	\$ 1,607,740.00

*Note: The reader is referred to "Apportionment of State School Funds," State Superintendent of Public Instruction, September 21, 1936, for a detailed statement of State appropriations to counties and districts.

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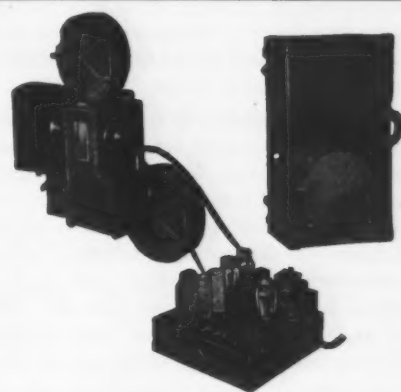
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*The descriptions here set forth are adopted from Apportionment of State School Funds, State Superintendent of Public Instruction, September 21, 1936.

reimburse elementary school districts and unified school districts for one-half the excess cost incurred for the education of physically-handicapped children in elementary grades. The State School Fund is apportioned as follows:

1. \$700 is allowed to each separate elementary school district and to each unified school district comprising a single elementary school district for each 35 or fraction (not less than 1) of 35 units of average daily attendance in elementary grades credited to such district, including elementary grades in junior high schools, during the preceding school year, exclusive of average daily attendance in emergency schools (School Code sections 4.770, 2.2130 and 2.2131).

2. \$700 is allowed to each union elementary school district and to each unified school district comprising two or more elementary school districts for each 35 or fraction of 35 units of average daily attendance in elementary grades credited to each elementary school district composing such union elementary school district or unified school district (School Code sections 2.250 and 2.2131).

3. An additional \$700 is allowed to each individual elementary school district or unified school district in which an elementary school is maintained in a detention home for each 25 or fraction not less than 5 units of average daily attendance in elementary grades in such detention home school (General Laws, Deering, Act 3966, Sec. 22a, Paragraph 4).

4. An additional \$700 is allowed to each union elementary school district, to each unified school district having a total average daily attendance of 1500 or more in elementary grades, and to each separate elementary school district not in a union elementary school district nor in a unified school district, for each 300 units of average daily attendance in elementary grades credited to such district (School Code sections 4.771, 4.781 and 2.2131).

5. \$700 is allowed to the county elementary school supervision fund of each county on account of each 300 or major fraction of 300 units of average daily attendance in the aggregate in all of the elementary school districts of the county, including union elementary school districts (and unified school districts), having less than 300 units of average daily attendance each (School Code sections 4.773 and 4.782).

6. \$700 is allowed to the county elementary school supervision fund of each county on account of each 300 units of average daily attendance in elementary grades in each unified school district having a total average daily attendance of less than 1500 in elementary grades (School Code sections 2.2132 and 2.2140).

7. Each separate elementary school district, each union elementary school district, and each unified school district is allowed an amount equal to one-half the excess cost of

educating physically handicapped children in elementary grades during the preceding school year, but not to exceed \$100 per unit of average daily attendance of such physically handicapped children (School Code section 4.783).

8. \$700 is allowed to the unapportioned county elementary school fund of each county for each 35 or fraction of 35 units of average daily attendance in emergency schools maintained in each district in the county during the preceding school year (School Code sections 4.784 and 4.774).

9. The balance of the State School Fund, after the above apportionments have been made, is apportioned to the elementary school districts, unified school districts, and unapportioned county elementary school funds of the several counties pro rata on the total average daily attendance in elementary grades credited thereto during the preceding school year (School Code section 4.785). This apportionment for the current school year is at the rate of \$5.7682419+ per unit of average daily attendance.

II. Apportionment from the State General Fund for Elementary Schools.

THE amount required to be apportioned to each county from the State General Fund for the support of elementary schools is computed as the larger of the two amounts secured by comparing the total amount to be apportioned to the county from the State (elementary) School Fund with an amount equal to \$30 for each unit of average daily attendance in elementary grades of the county during the preceding school year. The larger of the two amounts so computed for each county is apportioned as follows:

1. First there is apportioned to the unapportioned county elementary school fund an amount estimated by the county superintendent of schools as necessary to meet the expenses charged against such fund and approved by the Superintendent of Public Instruction, but not greater than ten per cent of the apportionment made to the county during the preceding school year from the State (elementary) School Fund (School Code sections 4.796 and 4.161).

2. \$700 is allowed to the unapportioned county elementary school fund on account of each 35 or fraction of 35 units of average daily attendance in emergency schools maintained in each district during the preceding school year (School Code sections 4.796 and 4.774).

3. \$700 is allowed to each separate elementary school district and to each unified school district comprising a single elementary school district for each 35 or fraction of 35 units of average daily attendance in elementary grades credited to such district, including elementary grades in junior high schools, during the preceding school year, exclusive of average daily attendance in emergency schools (School Code section 4.770).

4. \$700 is allowed to each union elementary school district and to each unified school district comprising two or more elementary school districts for each 35 or fraction of 35 units of average daily attendance in elementary grades credited to each elementary school district composing such union elementary school district or unified school district (School Code sections 4.771, 4.793 and 2.2131).

5. An additional \$700 is allowed to each individual elementary school district or unified school district in which an elementary school is maintained in a detention home for each 25 or fraction not less than 5 units of average daily attendance in elementary grades in such detention home school (General Laws, Deering, Act 3966, Sec. 22a, Paragraph 4).

6. An additional \$700 is allowed to each union elementary school district, to each unified school district having a total average daily attendance of 1500 or more in elementary grades, and to each separate elementary school district not in a union elementary school district nor in a unified school district, for each 300 units of average daily attendance in elementary grades credited to such district (School Code sections 4.771, 4.793, 2.2132 and 2.2140).

7. \$700 is allowed to the county elementary school supervision fund of each county on account of each 300 or major fraction of 300 units of average daily attendance in the aggregate in all of the elementary school districts, union elementary school districts, and unified school districts, of the county, having less than 300 units of average daily attendance each (School Code sections 4.773, 4.794 and 2.2130).

8. \$700 is allowed to the county elementary school supervision fund of each county on account of each 300 units of average daily attendance in elementary grades in each unified school district having a total average daily attendance of less than 1500 in elementary grades (School Code sections 2.2132 and 2.2140).

9. Each separate elementary school district, each union elementary school district, and each unified school district, is allowed an amount equal to one-half the excess cost of educating physically handicapped children in elementary grades during the preceding school year, but not to exceed \$100 per unit of average daily attendance of physically handicapped children (School Code section 4.795).

10. The balance of the total amount allowed to the county from the State General Fund for the support of elementary schools, after the above apportionments have been made, is apportioned to the elementary school districts, unified school districts, and to the unapportioned county elementary school fund of the county pro rata on the total average daily attendance credited thereto during the preceding school year (School Code section 4.797). The rate for

(Please turn to Page 39)

Del Monte Conference

(Continued from Page 13)

tion which had been given to the other sections.

At the dinner meeting of the Association, held on Tuesday evening, Mr. Collins, president of the Association, presided. Interesting and timely subjects were discussed by various organizations. Mrs. B. C. Clark responded for the parents and teachers; Mr. Kersey, for the State Department; Mr. Sexson, for California Teachers Association; Mrs. Florence Porter, for the State Board of Education; A. A. Knoll, for the business administrators; Homer Martin, for the High School Principals Association; and Thomas J. Riordan, commander, American Legion, District of California.

A Great Climax

The Wednesday morning session, which closed the convention, marked a high point in State conferences. Superintendent A. R. Clifton of Los Angeles County presided. The first speaker was the Honorable Frank F. Merriam, Governor of California, who discussed the State budget. Mr. Merriam dealt in large figures. After describing the amounts which are Constitutionally and otherwise fixed by the budget, he told of the vast sums returned by the State to the individual counties. A summary of his figures is shown in the next columns.

Youth and Crime

Following the Governor's presentation, which was filled with much illuminating material, Honorable James A. Johnston, warden, United States Penitentiary, Alcatraz Island, discussed Youth, Education, and Crime. Mr. Johnson, out of many years of experience as a warden of national and state penitentiaries, gave his ideas of methods by which crime might be lessened.

FINAL speaker was Robert Gordon Sproul, president, University of California. Dr. Sproul's discussion of the relationships that should exist between the university and all other educational units of the State was filled with thoughts which gave his hearers a real insight into some of the problems which face those who have the administration of California's great upper division work. Dr. Sproul is always an interesting speaker and his addresses are illuminating, instructive, and interesting.

* * *

California Congress of Parents and Teachers recently published the Annual Education Number of its official journal, The California Parent-Teacher. The issue contains articles by representative teachers and should prove interesting to all California and to thoughtful parents.

The Governor's Summary: The State Budget for a two-year period:

Total expenditures for two years.....	\$431,000,000
Collections and disbursements to counties for schools.....	217,000,000
Balance for other purposes.....	214,000,000
For the Commissions including Gasoline Tax Commission, etc.....	88,000,000
Remainder	126,000,000
Unemployment Relief	48,000,000
Remainder	78,000,000
Interest bill of the State.....	17,000,000
Remainder	61,000,000
Capital outlay for buildings and hospitals.....	7,000,000
Remainder for actual cost of running the State for two years.....	\$ 54,000,000
The State gave Monterey County for schools.....	\$1,546,000
The State gave Santa Barbara County for schools.....	\$2,250,000
The State gave Los Angeles County for schools.....	\$55,000,000
The State gave Los Angeles County for social welfare.....	5,000,000
The State gave Los Angeles County for roads.....	12,000,000
The State gave Los Angeles County for licenses.....	1,000,000
The State gave Los Angeles County for Superior Court (half salary of 50 judges).....	400,000
Total amount to Los Angeles County from State.....	\$73,233,844
The State's share to schools is 50.4% of the entire amount of the General Fund.	

Modesto Junior College recently held its fifth annual Student Activities Congress, designed to serve high schools of the central region. Student representatives from 25 high schools attended the program of assemblies and group meetings which were offered as part of the congress. Topics discussed included school annuals, campus newspapers, student government, debating, creative writing, dramatics and band clinic. Leonard I. Bartlett, journalism instructor, was chairman of the congress, assisted in

his work by various other faculty members and college student leaders.

* * *

Rolland H. Upton, well-known California educator, is the author of The Modern Ichabod Crane, a series appearing in current issues of the School Executive Magazine. The articles, in addition to being cleverly written, contain wholesome food for educational thought.

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JORDAN JUNIOR HIGH

DAVID STARR JORDAN JUNIOR HIGH SCHOOL AT PALO ALTO

Jesse R. Overturf, Superintendent of Schools

BONDS were voted, in the sum of \$360,000 on May 14, 1936, for the construction of a junior high school. The Board of Education had previously secured, and paid for, a 16-acre site in the southeast part of the city, lying between Mayfield and Palo Alto. Because of the change of administrations nothing was done about the plans of this building until July 1, except that the Board of Education had selected the architects to design the building. The firm of Birge M. and David B. Clark, local architects, were selected.

Plans Fit the Funds

Educational plans were prepared early in July and approved by the Board of Education. These educational plans were placed in the hands of the architects about July 10, and on September 17 final approval of the architects plans was given by the Board, and the plans were transmitted to the State Department of Architecture for approval.

It was evident from the beginning that a building large enough to house a thousand children could not be constructed from the amount of money on hand, especially with the building planned as a two-story building.

The first two elevations presented by the architects were the hollow-square type, and a wing-type building placed at an angle on the site. While these types would appear very well indeed, but of necessity would have to be constructed of concrete and steel, it was impossible to consider them because of the cost.

One-Story, Unit Type

We therefore developed the one-story, unit-type plan and followed through with this idea. The reason for the unit plan is to get away from the expensive type of construction. There are 9 units in the plan, having approximately 12,000 square feet per unit, and with this area per unit we are permitted to construct of wood and stucco, which of course reduces the cost.

The units are as follows: (1) Administration, counselling, health, and library; (2) social studies, and English expression room (little theater); (3) English and science; (4) cafeteria; (5) gymnasium; (6) home-making and mathematics; (7) art, junior business, and mathematics; (8) shops; (9) auditorium.

This makes a total of 37 rooms, thinking of the auditorium and cafeteria as rooms. There are 6 social studies rooms; 5 English; 4 mathematics; 4 home-making; 4 shops; 2 choral; 1 band and orchestra; 1 junior business; 2 art; 3 science; 1 gymnasium (combination boys and girls with accordioning doors between); 1 auditorium; 1 cafe-

teria; and 1 general room connected with the library that will serve various purposes.

Carefully-Planned Rooms

The rooms have been carefully designed with regard to the use to be made of them. It hardly seems necessary to discuss the detail in classrooms because it seems that everyone has caught the idea that such detail should be in accordance with what is to be taught in the room, which, of course, is best obtained by discussing such details with large numbers of teachers. Variation of details occur precisely the same

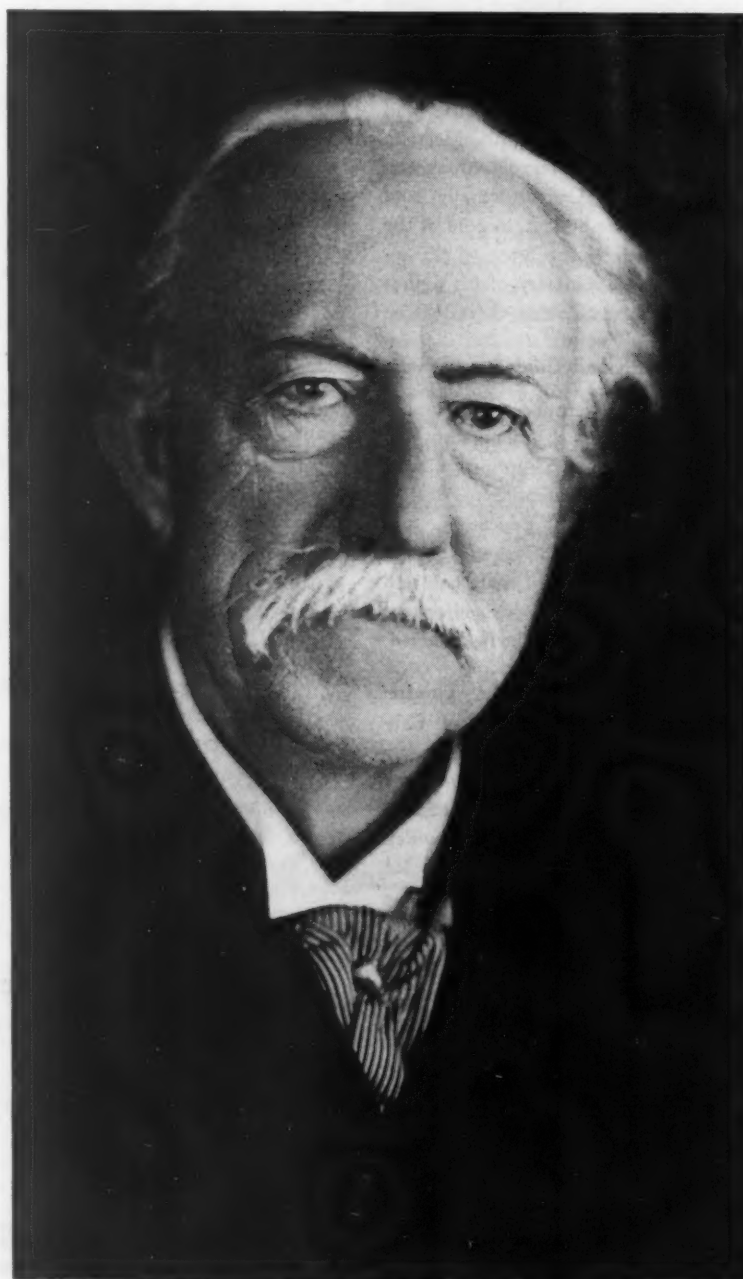
as they would occur in teaching the subject itself.

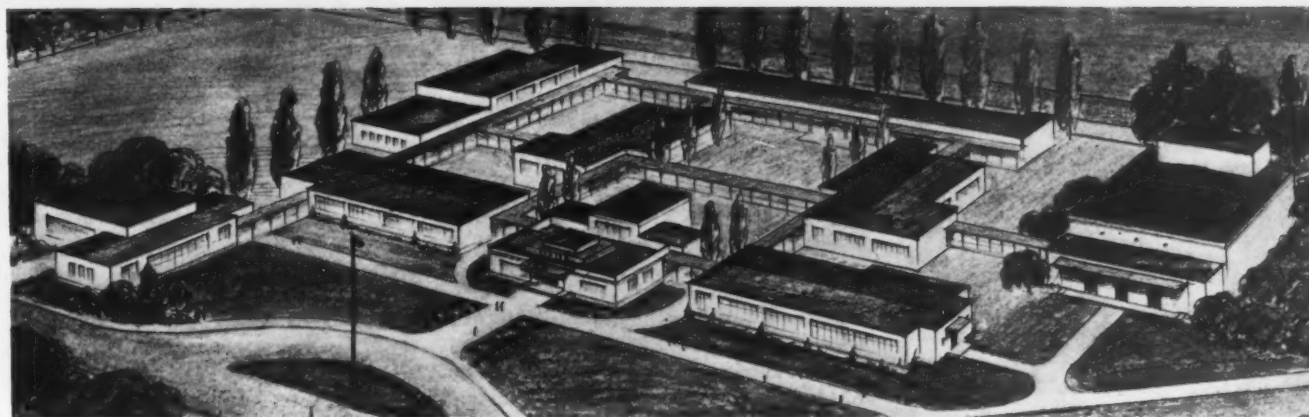
IT does seem appropriate, however, to mention detail regarding some things, particularly the attention that has been given the lighting, both as to artificial and daylight.

The classrooms are well banked with windows with little blank space at the ends of classrooms and with mullions, as narrow as possible, with frame construction. The artificial light has been considered on the best scientific basis possible as to wattage and placement of outlets.

We hope to maintain at least a light intensity of 20-foot candle power in the darkest part of the room, at all times. The original plan was to have used photo-elec-

David Starr Jordan, former president, Stanford University at Palo Alto





David Starr Jordan Junior High School, Palo Alto

tric cells for control purposes, but again costs were considered. Venetian type blinds will be used throughout the building in connection with the lighting plan, plus a carefully-planned color-scheme.

Sound Equipment

The building will have sound equipment throughout, which will permit maximum radio use and, of course, always makes for efficiency from the standpoint of use by the principal of the school.

The units immediately surrounding the administrative unit will be connected by closed glass corridors, which will be heated. Other units farther away, such as the cafeteria, gymnasium, shops, and auditorium will be connected with a covered cloister which will always give a dry passage for children moving to and from these units.

When the name David Starr Jordan was proposed as an appropriate name it met with unanimous approval of our Board of Education, as well as from the community.

Ready in 1937

It is hoped that the building will be ready for occupancy for the beginning of the school year 1937. It will open with about 600 children enrolled and this enrollment should increase to approximately 750 by the end of the year, as the ninth graders will be held in the junior high school rather than in the senior high school,—as at present.

THE population of Palo Alto is increasing, according to the school enrollment, this fall as compared with last, which shows an increase of about 6%. The physical facilities of housing grades 7 to 12 inclusive will be very good indeed, as the present high school, along with the new junior high school, will house 2,500 students. This will allow for considerable expansion in these grades. The stress now is in the elementary schools, where additional room is needed.

(Continued from Page 36)
this apportionment varies with each county.

APPORTIONMENTS FOR HIGH SCHOOLS

I. Apportionment of the State High School Fund.

THE State High School Fund comprises annually an amount sufficient to provide \$30 for each unit of average daily attendance in high school and junior college (not district junior college) grades in the State during the preceding school year, together with such amounts as may be necessary but not to exceed \$100 per unit of average daily attendance of physically-handicapped children to reimburse high school districts and unified school districts for one-half the excess cost incurred for the education of physically-handicapped children in high school grades. The State High School Fund is apportioned as follows:

1. \$2200 is allowed to each new high school district during the first school year in which its organization becomes effective (School Code section 4.872).

2. \$550 is allowed to each high school district and to each unified school district on account of each of grades 9 to 14, inclusive, maintained during the preceding school year in each junior, senior, four-year, or graded evening high school, or in a junior college (other than a district junior college) (School Code section 4.871).

3. \$80 is allowed to each high school district and to each unified school district for each of the first ten units of average daily attendance in special day and evening classes in each junior, senior, four-year, or evening high school maintained therein during the preceding school year; \$60 for each of the second ten units of such average daily attendance; and \$40 for each of the third ten units of such average daily attendance (School Code section 4.873).

4. Each high school district and each unified school district is allowed an amount equal to one-half the excess cost of educating physically-handicapped children in high school grades during the preceding school year, but not to exceed \$100 per unit of

average daily attendance of physically-handicapped children (School Code section 4.874).

5. The unapportioned county high school fund of each county in which no high school district is located is allowed one-third of the amount estimated as needed in such fund and approved by the Superintendent of Public Instruction (School Code sections 4.221, 4.222, 4.223 and 4.874-1).

6. The balance of the State High School Fund, after the above apportionments have been made, is apportioned to high school districts (School Code section 4.875), to unified school districts (School Code section 2.2130), to high school tuition funds



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(School Code section 3.330), and to elementary school districts which maintained high school courses (School Code section 4.910), pro rata on the total average daily attendance in high school and junior college (not district junior college) grades, credited thereto during the preceding school year. This apportionment for the current school year is at the rate of \$24.2696141+ per unit of average daily attendance. Apportionments to county high school tuition funds are made on the basis of average daily attendance of pupils residing in the county and attending high school in an adjoining state (School Code section 3.330).

II. Apportionment from the State General Fund for High Schools.

THE amount required to be apportioned to each county from the State General Fund for the support of high schools is computed as the larger of the two amounts secured by comparing an amount equal to twice the amount to be apportioned to the county from the State High School Fund with an amount equal to \$60 for each unit of average daily attendance in high school and junior college (not district junior college) grades in the county during the preceding school year. The larger of the two amounts so computed for each county is apportioned as follows:

1. First there is apportioned to the unapportioned county high school fund an amount estimated by the county superintendent of schools and approved by the Superintendent of Public Instruction as necessary to meet the expenses charged against such fund, but not greater than ten per cent of the apportionment made to the county during the preceding school year from the State High School Fund; except that in counties in which no high school district is located, two-thirds of the amount so estimated is allowed (School Code sections 4.221, 4.222 and 4.886-1).

2. \$1000 is allowed to each new high school district during the first school year in which its organization is effective (School Code section 4.883).

3. \$250 is allowed to each high school district and to each unified school district on account of each of grades 9 to 14, inclusive, maintained during the preceding school year in each junior, senior, four-year, or graded evening high school, or in a junior college (other than a district junior college) (School Code section 4.884).

4. \$40 is allowed to each high school district and to each unified school district for each of the first ten units of average daily attendance in special day and evening classes in each junior, senior, four-year, or evening high school maintained therein during the preceding school year; \$30 for each of the second ten units of such average daily attendance; and \$20 for each of the third ten units of such average daily attendance (School Code section 4.885).

5. Each high school district and each unified school district is allowed an amount

equal to one-half the excess cost of educating physically-handicapped children in high school grades during the preceding school year, but not to exceed \$100 per unit of average daily attendance of physically-handicapped children (School Code section 4.886).

6. The balance of the amount allowed to the county from the State General Fund for the support of high schools, after the above apportionments have been made, is apportioned to the high school districts (School Code section 4.887), to the unified school districts (School Code section 2.2130), to the county high school tuition fund (School Code section 3.330), and to the elementary school districts of the county maintaining high school courses (School Code section 4.910), pro rata on the total average daily attendance in high school and junior college (not district junior college) grades therein during the preceding school year. The rate of this apportionment varies with each county. Apportionments to county high school tuition funds are made on the basis of average daily attendance of pupils residing in the county and attending high school in an adjoining state (School Code section 3.330).

APPORTIONMENTS FOR DISTRICT JUNIOR COLLEGES

THE State Junior College Fund comprises moneys derived from federal apportionments (School Code section 4.51) and transfers made from the State General Fund to the State Junior College Fund (School Code section 4.52) in amounts sufficient to provide \$2000 for each district junior college, plus \$90 per unit of average daily attendance in district junior colleges during the preceding school year. There is herewith apportioned to each junior college district and to each unified school district comprising a junior college district \$2000 for each accredited district junior college maintained therein, plus \$90 for each unit of average daily attendance credited thereto, during 1935-36.

Note:—All amounts apportioned herewith from the State (elementary) School Fund and from the State High School Fund, and 60% of all amounts apportioned from the State General Fund for elementary schools and high schools, must be expended for teachers salaries only (Constitution, Art. IX, Sec. 6). The remaining 40% of amounts apportioned from the State General Fund may be expended for any purpose for which school moneys may be expended (School Code section 4.702).

* * *

Amador Valley Joint Union High School, Pleasanton, Alameda County, is the proud possessor of a recently completed auditorium. With the completion of this unit the Pleasanton school is one of California's finest smaller high schools.

Friendship

TO California teachers interested in having the students in their classes begin interesting, personal correspondence with students their own ages in countries all over the world, the International Friendship League at 41 Mount Vernon Street, Boston, offers its services.

The League has the names, ages and addresses of English-speaking boys and girls between the ages of 12 and 26 in 60 foreign countries and territories. All the names have been certified by the Ministries of Education.

This plan of personal correspondence creates an interest in world affairs and has been found helpful in the study of geography, history, sociology, languages and economics.

For further information address Edna MacDonough, executive secretary, International Friendship League, 41 Mount Vernon Street, Boston, Massachusetts. Please enclose self-addressed stamped envelope.

* * *

Thirteenth Annual Scholastic Press convention was recently held at Stanford University. Representatives of a score of Bay Region secondary schools attended the many group meetings which were offered. A comprehensive display of yearbooks and newspapers of the representative schools was a feature of the convention.

* * *

Fred W. Flint, Turlock Union High School, is serving as president of the Stanislaus County Teachers Association this year.

* * *

School people throughout California should find the recently-prepared brochure of the Stanford School of Education interesting. The brochure outlines proposed expansion of the school, including details of the planned half-million dollar Cubberley Hall of Education.

* * *

S. Joseph De Brum, teacher, commercial department, Sequoia Union High School, Redwood City, is a frequent contributor to the Business Education World, a magazine for commercial teachers. His present series of articles is upon Supplementary Teaching Materials.

* * *

A BROAD club program for 100% student participation has been developed in the Oakdale Union High School, Stanislaus County, under the leadership of the school's principal, Harold E. Chastain.

* * *

Central California Social Studies Association recently held an interesting dinner meeting at Hotel Clark, Stockton. Dr. Quillen of Stanford evaluated trends in the teaching of social studies to the teacher group which attended the meeting.

WORLD HISTORY

WORLD HISTORY AND JUNIOR HIGH SCHOOL SOCIAL SCIENCE

Peter Thomas Conmy, Instructor in History, Mission High School, San Francisco

WORLD History is now commonly regarded as the standard social study for the tenth year. The placing of the course in World History in the tenth or sophomore year presupposes completion of work in junior high school social science, whether taught in a junior high school proper, or the 7th and 8th grade work in an elementary school and the 9th grade work as part of a four-year high school.

It is also commonly accepted that the social science taught in the 7th, 8th and 9th grades prepares for the course in World History in the tenth. This is particularly apparent in the Rugg curriculum in which the High 9 work supplies some of the historical background of the modern world's changing governments and changing cultures.

Thus it will be seen that the junior high school curriculum in social science culminates in the tenth year course in World History.

In addition to being the culmination of what has been taught previously the course in World History has aims and objectives of its own. It should pave the way for and serve as a background for the course in United States History universally required for high school graduation.

It aims to give breadth of culture, an intelligent understanding of the development of civilization, and a perspective view of the growth of nationalism. It should promote a sympathetic understanding of international problems and should foster the notion of a world wide society.

In the opinion of the writer, however, World History has another and equally important purpose. It should recapitulate as well as complete the junior high school social science curriculum. One of the difficulties faced by junior high school teachers of social science is the pupils lack of background (due largely to their immaturity).

The course in World History not

only adds to the individual's background, it also should help him to integrate what he has already learned. Many of the problems presented in the Rugg social science course are repeated in the course in World History. The teacher should constantly seek to link and integrate the junior high reference with the World History reference.

For example the Low 7 Rugg text, *Introduction to American Civilization*, traces the evolution of transportation and communication from prehistoric times. In World History the importance of such evolution upon the development of civilization and the growth of nations should be stressed.

In the High 7 text, *Changing Civilizations in the Modern World*, the work of the early Romanoffs in uniting the tribes into a Russian nation is reported. It would seem well, therefore, to review this in the World History class as a background for the work on Peter the Great.

Again, in the High 7 book the economic and political development of Germany is described—but generally speaking of Germany as a unit—not

as a member of the society of nations. Therefore, in order to connect the treatment of the development of Germany as a world power with the evolution of German civilization covered in the High 7 work, it seems well to review the latter in a study of the former.

These are but a few examples of how the subject matter covered in the junior high school may be reviewed in connection with World History.

World History Integrates

Just as the emphasis in secondary education today bespeaks an integration of the subject-matter of the several departments of instruction, so does World History serve to integrate the several inter-departmental divisions of the social studies especially with reference to the junior high school courses. For this reason it would seem that the junior high school course in social science is not complete unless and until it has been followed by the recapitulative information given in World History.

THERE is still another sense in which World History serves as general epitome of the junior high school course. The junior high school curriculum aims generally at an understanding of the modern world as a key to intelligent living.

To many perhaps the factual information taught in the junior high school social science courses will seem sufficient. The writer, however, speaking from the point of view of history, suggests that history is the fundamental social science.

No problem can be thoroughly contemplated without some reference to its historical origins. It is wellknown that the information derived from a study of the historical setting of a problem often comprises a sufficient basis for solution.

Therefore, regarded in this light, the course in World History becomes the most fundamental course for understanding modern social problems—the student gaining therefrom an intelligent, working understanding—the sine qua non of secondary school social science.

San Diego Bulletin

SAN DIEGO Teachers Association publishes an excellent illustrated bulletin, now in its third volume.

The officers are: Ida May Lovejoy, president; William J. Lyons, first vice-president; Vera Hawkins, second vice-president; Virginia Roberts, recording secretary; Laurence E. Hollingsworth, corresponding secretary; Thomas A. Walton, treasurer; Floyd W. Cocking, Mary C. E. Fitzgerald, Agnes Work, directors-at-large.

The bulletin staff comprises Cynthia Stanton Copeland, editor; Elizabeth Hoopes, Walter Albrecht, Grace Farley Goodwin, Vorna Lee Bell, Jeweldean Brodie, Harry Alway, Sue Earnest. Anna Grogan is art editor; Harold Grant, circulation manager, and W. A. Hasty, business and advertising manager.

An interesting department, called Trial Balloons, gives association members a place in which to discuss controversial issues without fear of indiscretion.

COUNSELORS

COUNSELOR STATUS THROUGHOUT THE UNITED STATES

Louise M. Snyder, Los Angeles Junior College

THE term Counselor has various connotations throughout the country. Its status appears to change with fluctuations of emphasis on different phases of child personnel work. In order to understand the place of the Counselor, it is well to review the trends which are taking place in personnel work throughout the educational world.

A recent study shows the trend somewhat away from attendance officers and towards a greater use of visiting teachers.¹ Another tendency is the growing number of consolidations of pupil personnel services. Especially in the last few years, many cities throughout the country have united all their child services under one administrative head. Cincinnati, for instance, has a bureau which started a psychological laboratory. To this, counseling, visiting teaching and attendance services were added.²

Minneapolis has divided its superintendents work into four divisions, one of which is pupil personnel. This department supervises attendance, school census, counseling and guidance, health and hygiene, psychiatric work, psychological services, visiting teacher work, street trades and issuance of employment certificates.

This same integration of the various phases of treatment of pupils problems is worked out in many cities. Thus, it would seem that counseling is not a "thing apart," but rather a phase of the newer approach to the student problem.

Pioneering is the order of the day in all of these fields. Psychologists are licensed in only six states.³ So far, New York, Pennsylvania, and California stand alone in providing for certification of counselors. New York's per-

manent certificate requires teaching and business experience. It also specifies some 30 hours of graduate courses in counseling, psychological tests, mental hygiene, economics and sociology in appropriate graduate schools.⁴

Pennsylvania has two certificates, one for group guidance, which in most cases, means teaching of occupational informatory courses and the other for individual counseling. The latter requires in addition to a certificate⁵ to teach in secondary schools, some 18 hours in educational courses related to counseling.

It would seem that on the whole counselors throughout the country have had a limited amount of training. A survey⁶ of some 105 counselors in half the states showed some 20% without A. B. degrees and only 30% with masters or doctors degrees. About half of this number had some experience in an occupational field.

The work is very varied. An interesting definition of a counselor is given

4. Edwards, Newton, editor, "Requiring Professional Competency of the School Counselor," *Elementary School Journal*, Sept., 1935, pp. 12.

5. Proffitt, Maris M., *State Guidance Programs*, U. S. Dept. Interior, No. 35, Jan. 25, 1933, pp. 23.

6. Fitch, John A., *Vocational Guidance in Action*, Columbia University Press, 1935, pp. 74.

Horace Mann Centennial

NEXT February various national educational societies, at their annual conventions, will give special attention to the life and work of Horace Mann.

On May 4, 1937, appropriate exercises for Horace Mann's birthday will be held throughout the schools and on all levels of instruction. During May and June, 1937, the life of Horace Mann will be widely used as a commencement theme in schools and colleges.

Next July the N. E. A. Convention will commemorate the anniversary on which Horace Mann began his immortal work as secretary of the Massachusetts State Board of Education.

Joy Elmer Morgan, editor, *N. E. A. Journal*, is secretary of the national committee on the Horace Mann Centennial.

in the New York State requirements?—"A staff member who works with individual pupils and co-ordinates efforts of parents, community agencies, teachers, specialists, and administrative officers in educational adjustment, character development and post-school plans of individual pupils." The range of activities throughout different parts of the country is great. The following list⁸ was worked out by the Research Division of the National Educational Association as representing the most frequent duties:

1. Instructing pupils regarding occupations.
2. Occupational research.
3. Placement.
4. Follow-up investigations.
5. Effecting adjustments between employees and employer.
6. Visiting homes of pupils.
7. Compiling case histories.
8. Administering tests.
9. Preparing guidance bulletins.
10. Giving information to pupils in groups.
11. Counseling individual students.
12. Holding case-conferences with groups.
13. Sponsoring pupil activities.
14. Conferring with teachers and sponsors re: individual pupils.
15. Serving on committees; teachers develop and try out material.
16. Conducting guidance clinic.
17. Reports to administrative officers.

The salaries of counselors also show a wide variance. In 1934 a survey of a representative sample of some 19 cities⁹ listed salaries ranging from \$1,000 to \$4,000. Most of these had been substantially reduced since 1929.

It is difficult to make any really comprehensive report on the status of counseling throughout the country. There are only scattered fragments of material here and there. The field is evidently open for much research and study of the place of the counselor in the "scheme of things" and it is hoped that the profession will take itself more seriously and see that its status is investigated and standards developed to a greater degree in the near future.

7. Edwards, Newton, editor, "Requiring Professional Competency of the School Counselor," *Elementary School Journal*, Sept., 1935, pp. 13.

8. Counseling and Guidance, Research Division, National Educational Association, *Secondary Education*, Sept., 1935, No. 4, pp. 225.

9. Fitch, John A., *Vocational Guidance in Action*, Columbia University Press, 1935, pp. 92.

1. Heck, Arch O., "Recent Changes in Public School Personnel Services," *Educational Research Bulletin*, Sept. 18, 1935, pp. 155.

2. Heck, Arch O., *Educational Research Bulletin*, Nov. 13, 1935, XIV, No. 8, pp. 214.

3. Kitzinger, Helen, "A Study of Certification for Psychologists Under State Education Departments," *Psychological Exchange*, Oct., 1935, Vol. IV, pp. 21.

School Finance

(Continued from Page 14)

cent foundation program of education, but let us at the same time build into the financial structure the great adaptive force of local initiative."

Budget Hearings

Local school expenditures are determined by the school budget. An advertised public hearing on all budgetary matters is required by law. Many superintendents testify that in several years' experience no taxpayer has appeared at an advertised public meeting to either protest against the budget or to agree that it was perfect. As a state-wide measure perhaps an opportunity is afforded for an expression so essential under a democratic form of government.

School Funds

School boards should control and expend school funds as a unit and according to the needs and best interests of the whole school system.

The tax laws should be so amended that in districts having city boards of education, the electors may establish their own tax rates; these rates to remain fixed until changed by a regular election called by the board of education, or by petition from the electors.

There should be one tax for the support of elementary schools as in the case in high schools.

The California tax system should be revised to do away with all exemptions.

Carefully-guided legislative action should be inaugurated to bring about a unification of funds in unified school districts.

FROM mutual understanding there should come a mutual confidence and support. School administrators know the necessity of keeping the public informed and of making every school-home relationship count. The schools belong to the community. Through an established publicity program, the taxpayer must be reached.

The best we can hope to do is to build in the minds of the taxpayers a better understanding of the needs of the public schools, a confidence in our ability to manage them sanely and without waste, and keep the hope in our hearts that we may have the whole-hearted, sympathetic co-operation of every reasonable individual in the community.

* * *

Educational broadcasting will be the subject of a national conference in Washington, D. C., December 10-12, sponsored by 18 national organizations in co-operation with United States Office of Education and Federal Communications Commission. Executive secretary of the conference is C. S. Marsh, 744 Jackson Place, Washington, D.C.

Jehiel S. Davis, Van Nuys High School, is member of the board of directors, National Council of Geography Teachers. Alison E. Aitchison, of Iowa State Teachers College, Cedar Falls, is president. Chairman of the educational relations committee is Erna Grassmuck Gilland of California, Pennsylvania.

* * *

Americanization

CHARLES M. DORR, for the past six years teacher of history and civics in Clovis High School, has accepted appointment as deputy superintendent of schools, Fresno County, in charge of the Americanization program.

Clarence W. Edwards, county superintendent of schools, in announcing his appointment of Mr. Dorr, stated that "Americanization work is especially important in this county because of the large foreign-born population. It is necessary to give training to the many applying for United States citizenship. There is a big problem in illiteracy which we are attempting to solve in our Americanization work. Many of our foreign-born residents are able to read and write in their own language but unable to express themselves in the English language."

T. E. Dunshee, who formerly had charge of the county Americanization work, resigned in August to become principal of Fresno Evening High School.

Mr. Dorr is graduate University of California, member American Legion, chairman California Teachers Association Fresno County Council Public Relations Committee. He was recently heard throughout the Western States on California Teachers Association New World radio program.

* * *

Northern California Guidance Association held a recent meeting at Mills College, Oakland. Guidance workers in the various schools of the bay region gathered to hear various outstanding authorities discuss aspects of guidance.

* * *

New Readers

WORLD Book Company has published three new readers of particular worth. They are: The High Trail, a story of biography and life, Actions Speak and Real Persons.

These books may be used from the sixth to the twelfth grades for the teaching of citizenship. The series is issued under the title of Living Through Biography. They have been prepared and edited by Dr. Edwin D. Starbuck, University of Southern California, under auspices of Character Education Institution.

In 1919 the Character Education Institution of Washington, D. C., offered a prize for the best plan of character education for public schools. Twenty-two States entered the contest. A committee from

Iowa, of which Dr. Starbuck was chairman, received the award. Immediately Dr. Starbuck, who was then connected with the University of Iowa, began a study to prepare a regular course on character education. In 1929 he changed his base of study to the University of Southern California.

Here, with a carefully selected group of students, the work of editing a series of books was begun. Critical evaluations and examinations of more than 500 volumes were carried on in order that stories might be selected which would be of greatest benefit in carrying out the ideas laid down by Dr. Starbuck in his original plan.

* * *

C. T. A. Meetings

California Teachers Association, Central Coast Section, recently concluded a significant and pleasurable 3-day program at Santa Cruz. Hotel Casa del Rey was headquarters.

Among the speakers were John W. Studebaker, United States Commissioner of Education; Mrs. Rachel Davis-DuBois, Teachers College, Columbia University; Rabbi E. F. Magnin of Los Angeles, and Douglas Malloch.

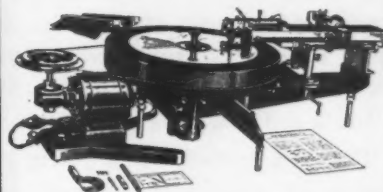
There were excellent musical features, panel discussions, business sessions, credit and non-credit intensive two- and three-period courses.

The officers of the Section, including Mrs. Delia R. Briggs, president, James P. Davis, vice-president, T. S. MacQuiddy, secretary, Charles E. Teach, treasurer, and the many committee workers, merit hearty congratulations upon this noteworthy California Teachers Association convention.

(To be continued)

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EVENING GRADUATION

Dan H. Gilson, Principal, Fremont Evening High School, Oakland

FREMONT Evening High School had a unique program of graduation. Eleven boys and girls of the Fremont Day High School, who were graduating a few days later, offered to graduate the Evening School people.

Each one participating spent two or three nights in the Evening School office during the peak of registration and counseling. Therefore, all of the persons represented in the program were taken from actual conversations. A great deal of the dialogue was quoted word for word.

Neil Prentice, in his greeting, explained to the audience that the day school students were presenting to their elders a cross-section of life after dark in the principal's office. Neil praised the graduates for their years of effort spent in gaining their diplomas. Following an explanation of the program, Neil opened the curtain on the principal and his secretary.

Wednesday—Bank Night

The first person seeking advice was a girl who wished to go to college. She had been graduated from high school, but she said that she needed one-half credit of science in order to enter the university. She simply had to go to Job's Daughters on Monday night, and since Wednesday was Bank Night, she did not see how she could attend on that night. Her problem was easily solved, for Physics was offered on Tuesday and Thursday nights. She enrolled in Physics II.

The next entrant was a young engineer. He was dressed in boots, riding breeches, a wool shirt and sheepskin coat. He had charge of 300 men who were working on a WPA project out behind Lake Chabot. They were making a road, 30 feet wide and 8 miles long. Some of the territory through which they had to work was hilly. It was necessary for him to read grade stakes. Upon two or three occasions, he had almost made mistakes and felt embarrassed at not being as competent as he should have been. He wanted a course in surveying. There being no such course, he was per-

sued to review his high school trigonometry, with the promise that he could feel free to ask any questions about grade levels that the instructor might be able to answer.

Just a Good Chat

A housewife then came in. She just wanted to talk, and proceeded to do so for at least 15 minutes. She discussed everything from her age to her last operation, and chewed gum heartily during the conversation. She left with a great deal of literature and several registration cards. The audience enjoyed her very much.

Then arrived a high school graduate. He had a transcript of his high school record showing 23½ credits. His marks were poor. He had been exposed to practically every college required subject, so there was no opportunity for him to do any make-up work at night. He lived out in Mulford Gardens, beyond San Leandro. He was advised to go to San Mateo Junior College, since he could attend there with very little expense. He seemed to be considerably cheered up by the principal's whole-hearted belief in him.

An office worker came up to the

Secondary Issues

FRANCIS L. BACON, chairman, committee on planning, N. E. A. Department of Secondary School Principals, reports that an important study in the philosophy of secondary education has been completed by the Committee on Orientation. For the first time an attempt has been made to define and bring to light the fundamental problems and issues which affect secondary-school procedures.

The Department has activities under way for further contributions to secondary education. A committee on planning is now collecting the most pertinent problems in secondary education as the basis for a program of action.

McClellan G. Jones, principal, Union High School, Huntington Beach, is first vice-president of the Department; executive secretary is H. V. Church of Chicago.

desk, asking for assistance in dictaphone and machine calculation. She confessed that she needed grammar, too. She was enrolled in English at Fremont and the principal called the Merritt Evening Business School and arranged for her name to be put on the roll there for the commercial work.

The foreign-born adult entered rather doubtfully, studied the schedule, and then asked to learn to speak the Algebra. The boy who took the part had practiced upon several teachers for many years perfecting a foreign accent. His technique was at its best. He went over the list of classes from top to bottom, mispronouncing every subject on the list. He began each sentence of his conversation with "I'm gonna tell you someting"! His ambition was to get his naturalization papers so that he would have to pay only \$5 for a fishing license instead of \$20. He finally enrolled in intermediate English and naturalization.

MR. CHARLES WADE SNOOK, president of the Oakland Board of Education, wrote a letter to Jack Farley asking him to represent the board in giving out the diplomas. Neil Prentice introduced the graduates to the audience and to Jack. Jack delivered an excellent three-minute speech. As he presented the diplomas to the graduates, he shook hands and offered his congratulations. His dignity and force especially impressed the graduates.

The exercises were concluded with the singing of the Fremont hymn.

The Fremont Day School clothing class fitted black gowns on the nine Evening School graduates. The day school stage crew decorated the stage and furnished an expert electrician.

Two of the Evening School graduates were recommended to the University of California, and one entered the St. Francis Hospital Nursing School in San Francisco.

* * *

Lawrence Riggs, teacher, Ceres Union High School, Stanislaus County, on a leave-of-absence this year, is taking advanced studies in Teachers College, Columbia University.

* * *

Learning for Ladies (1508-1895), a **Book Exhibition**, is held at Huntington Library and Art Gallery, San Marino, Los Angeles County, throughout **December**. Robert O. Schad, curator of rare books, calls attention to the 16-page, illustrated, handlist elucidating the exhibit and prepared by Merle Eugene Curti, professor of history, Smith College, and visiting scholar at the Huntington Library.

TWO DEVICES

"BOY-PROOFING" DIVIDERS AND AN "ARTFUL" POTTER'S WHEEL

Margaret Romer, Teacher, La Jolla Junior-Senior High School, San Diego County

THE most natural thing in the world is for a boy to twiddle with the adjusting-screw on a pair of dividers while the instructor is addressing the class. This constant turning soon wears off the little burr on the end of the thumb-screw and renders the dividers practically worthless.

O. F. Heckelman, shop instructor, La Jolla Junior-Senior High School, has devised a simple guard. When new dividers are purchased, he equips them with this guard before they are given out for use. He has been doing this for several years and now has dividers that, after years of constant use, are still as good as new. The value of the device, from the standpoint of economy as well as for convenience, is obvious to every instructor.

The contrivance consists only of a small metal strip, slightly narrower than the diameter of the head of the adjusting-screw, fastened lengthwise along one side of the dividers and arching up over the thumb-screw just high enough to allow for the free turning of the screw beneath the band, but not high enough to allow the screw to be worked out. The accompanying drawing illustrates the little gadget quite clearly. The idea has saved the high school some real

money, and the instructor no end of trouble.

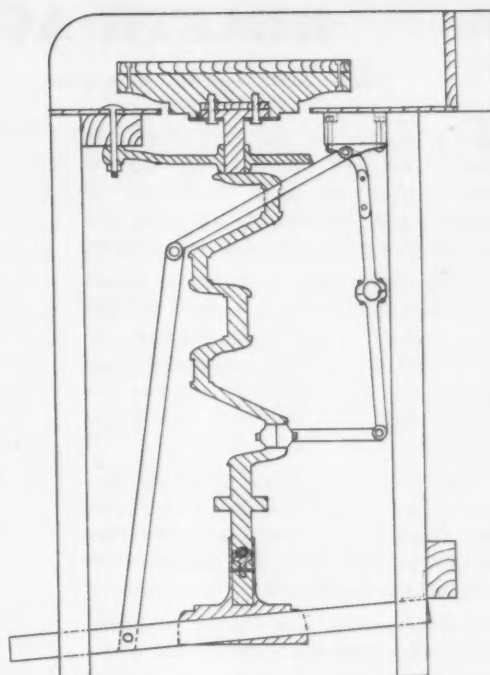
APOTTER'S wheel made from the crank-shaft and fly-wheel of an old model T Ford, is also an achievement of Mr. Heckelman.

The art department had longed to expand its activities in clay work, but the where-with-all to purchase a potter's wheel was lacking. So, like Betsy Ross of old when a flag was needed, Mr. Heckelman said, "I'll make one"; and he set to work.

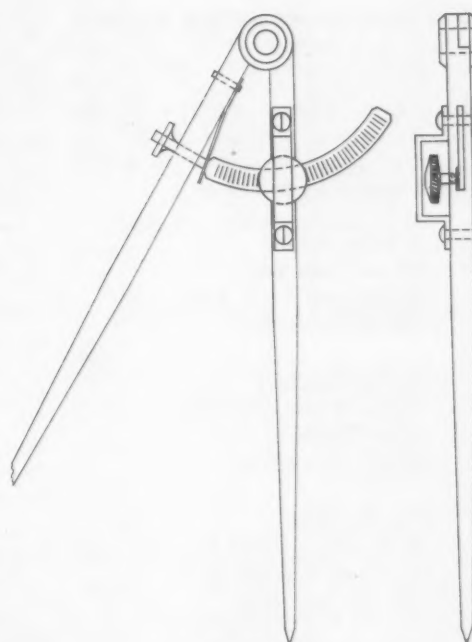
He took the crank-shaft and fly-wheel of an old model T and stood it on end, with the fly-wheel at the top. He encased it in a frame, half cabinet and half crate, the top serving as a work-table, so that the fly-wheel revolves just above the top of the table. Then he fitted the top of the fly-wheel with a board to serve as a disc.

Connecting-rods were used to fasten the shaft to the frame, forming the upper bearing. The lower bearing is constructed out of a transmission-drum which supports a single ball-bearing. An ordinary wooden pedal, operated by foot-power, produces vertical motion. This vertical motion is transferred to the necessary horizontal motion by means of a combination of connecting-rods and a steering knuckle which is used as a bearing for the upper end of the lever. The accompanying illustration shows the clever, yet simple, construction.

This ingenious device serves its purpose admirably. Its cost in money was practically nothing, and it is a decided incentive to the development of skill in the art of pottery among the students of the high school.

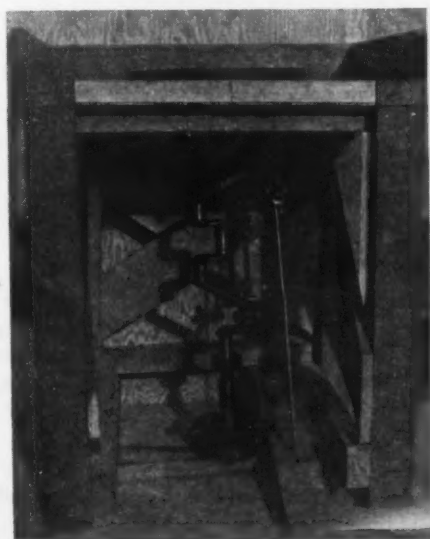


Side Elevation of the Artful Potter's Wheel



Boy-proofing Dividers

The Potter's Wheel



Youth Serves the Community, by Paul R. Hanna, associate professor of education, Stanford University, and Research Staff; with introduction by William H. Kilpatrick, Teachers College, Columbia University; first of a series of books sponsored by Progressive Education Association and published by Appleton-Century.

The volume describes fully a great variety of successful projects in which children and youth have participated and which have had educational value to the individual and, at the same time, have made significant contributions to social betterment.

HEALTH ACTIVITY

Pauline Ratto, Teacher, Main School, San Anselmo, Marin County

THE teacher of the high third, low fourth, and high fourth grades had finished reading the book, *A Journey to Health Land*, by Andress. The class had discussed the rules outlined in each chapter.

At the conclusion of the story, an activity was noted which presented the first three verses of a health alphabet and suggested that the children complete it. They decided that they wished to compose one of their very own, beginning with a and continuing to the end.

The activity was carried on by the class as a whole, different members contributing and deciding on lines and words they thought suitable, while the teacher wrote them on the blackboard.

Not only did this work serve to impress health rules upon the children, but it also correlated spelling, English, and writing, since each child wanted a copy to take home.

It involved, too, the learning of poetry, for they were anxious to memorize the entire poem and recite it to other classes.

Since then, different members of the group have been stimulated enough to learn other poems and bring to school books of verse to be read aloud.

A is for Apple,
Eat one each day.
Do this and you'll keep
The doctor away.

B is for Brushing
Our teeth nice and clean.
After I finish
They're all a-gleam.

C is for Clean
As we always should be,
Our hands and our faces
And also each knee.

D is for Dentist
Who fixes our teeth.
He examines on top
And underneath.

E is for Eggs
That help us to grow
I, for one, like them
I know.

F is for Fresh Air
That does so much good.
We get it outdoors
Like Robin Hood.

G is for Greens
That grow in the sun.
They are so fine
For everyone.

H is for Health
And happiness, too.
Those who are healthy
Are good as new.

I is for Ice-cream
That's always so cool.
I always eat it
After school.

J is for Juice
So wholesome and sweet.
We get it from fruits
That are so good to eat.

K is for Kale
With leaves that curl.
It's good for every
Boy and girl.

L is for Lettuce
So crisp and green.
For salad
It is surely keen.

M is for Milk
So creamy and white.
I drink it
Morning, noon and night.

N is for Neatness,
As everyone knows.
Keep your room tidy
And also your clothes.

O is for Orange
Golden and round,
The best of fruits
Ever found.

P is for Posture,
That means stand up tall.
Those who don't
Look funny to all.

Q is for Quiet
When we sit at the table.
That is what mother
Always tells Mable.

R is for Resting
And napping each day,
Especially after our
Work and play.

S is for Strength
Which we gain every day.
If we eat what we should
And are happy and gay.

T is for Tomato
In salads so fine,
Which everyone likes
Whenever we dine.

U is for Umbrella
That keeps us from rain.
Use it, and never
Have colds again.

V is for Vegetables
We all like so much.
If we eat them
Our skin will be lovely to touch.

W is for Water
We all like to drink.
Eight glasses a day
We get from the sink.

X is for X-ray
When we have broken bones
It shows the doctor
Certain zones.

Y is for Yams
Baked crisp and yellow.
Eat them and feel
Just like a good fellow.

Z is for Zucchini
Long and green,
Of all the other vegetables
I call it the queen.

The children developed a feeling of personal pride in their work and were eager to memorize the poem and recite it to other classes.

Since then, different members of the group have been stimulated enough to create poems of their own and to further their learning by bringing school books of verse for audience reading.

* * *

School Days Here and There is a charmingly illustrated health-primer prepared by Wisconsin State Department of Public Instruction, printed and distributed by the State Department of Agriculture and Markets.

California teachers interested in progressive health education will want to see and utilize this admirable booklet.

General Science

GENERAL Science for Today, by Watkins and Bedell of Missouri, is now brought out in revised edition by the Macmillan Company. Originally published in 1932 this widely used and authoritative text is now rewritten and improved. It is excellent in arrangement, illustration, paper and binding.

There are numerous unusual features. For example, in unit 14, How we have learned to control our world, the history of scientific thought is traced from the days of Egypt to the highly organized science of our own time.

Control of Students

(Continued from Page 15)

is committing any of the offenses hereinbefore mentioned, the principal shall direct such pupil to appear before him and if, after an opportunity to be heard in his own behalf, the pupil is found guilty of any such offense, he shall forthwith be suspended from school for such period as the principal may determine, not to exceed two weeks. All suspensions for a period longer than five school days must be concurred in by the governing board of the school district, or by the city or county superintendent of schools."

The best answer available to the question stated earlier, based upon the law and the regulations just quoted, appears to be as follows:

A pupil while going to and from his home and school is, because of School Code section 5.543, under the jurisdiction of the school authorities to the same extent, insofar as his conduct is concerned, as he is while actually upon the school premises during a school day.

At other times, when not in attendance upon the public schools, it would appear that Section III(K) of the Rules and Regulations of the State Board of Education gives jurisdiction to school authorities to punish by suspension or expulsion gambling, immorality, profanity, the frequenting of public poolrooms at any time and the use of narcotics, tobacco and intoxicating liquors in violation of state, county or local laws and regulations.

Boards Have Power

The exhibition by a student of habits of a filthy or vicious nature at any time, any place, whether in or out of school hours or on or off school premises is, under School Code section 1.11, sufficient cause for his suspension or expulsion.

Probably the governing board of a school district can under the general authority given by School Code section 2.984 adopt regulations governing the conduct of students of the district while attending athletic contests or other activities conducted in the name of the school. It may be that boards may go even further, but how

far boards may go in this direction it is difficult to ascertain.

In attempting to regulate the conduct of a pupil when he is not in attendance upon school, the authority apparently given school authorities may conflict with the authority of the parents or other persons having custody of the pupil. Where such a conflict does occur, it is, of course, preferable to have the matter cared for by the parent or person having custody of the pupil. Where this cannot be done, and other means of correction fail, the school authorities may, of course, invoke the powers given them.

* * *

Marionettes

THE brilliant educator, G. Stanley Hall, once wrote as follows concerning the use of dolls in the education of children:

"To make dolls represent heroes in history and fiction, to have collections illustrating costumes of different countries, the Eskimo hut, the Indian tepee, the cowboy log cabin, to take their own imaginary journey with foreign money is not merely to keep children young, cheerful and out of bad company, but is to teach geography, history, morals, nature, etc., in the most objective way."

Dr. Hall could not have foreseen that the now widely-popular use of puppets and marionettes would strongly verify his enthusiastic faith in the possibilities of dolls for education and fun. Today marionettes are coming into their own as an educational medium and hobby, not only among children but also among adults. They are used in homes for the entertainment of friends and neighbors. They are made as Christmas and birthday presents.

Marionette players bring fairy tales and legends to life in most realistic fashion for audiences everywhere. Church schools employ them for money-raising purposes. History, civics and languages are taught through their use in school. The comical and serious antics of marionette characters delight children on playgrounds and in community centers.

How to make marionettes is simply and clearly told in a booklet sponsored by the National Recreation Association and prepared by Edith Flack Ackley. In large type and profusely and beautifully illustrated, the material in the booklet is so skillfully presented that even young children can successfully utilize it.

It is one of the well-known series of Picture Scripts edited by Lincoln School, Teachers College, Columbia University. The booklet is issued in paper cover for 20 cents. Address, National Recreation Association, 315 Fourth Avenue, New York.

C. T. A. Honor Schools

(Continued from Page 28)

McFarland Union Elementary School staff, 18 teachers, is enrolled 100%.—E. M. Higginbotham, district superintendent of schools, McFarland.

Bakersfield City Schools enrolled 100% (November 7): Williams, Fremont, McKinley, William Penn, Longfellow.—Flossie E. Mills, treasurer; teacher, Fremont School.

Landers School, Kern County (one teacher).—Edith G. James.

Kern County General Hospital School (1-teacher school).—Z. Domenui.

Indian School, Kern County (1-teacher).—Mrs. Anna B. Knowles.

Taft Union High School and Junior College (73 teachers) 100%.—F. A. Bauman, District Superintendent, Taft.

Munzer School, Kern County (1-teacher).—Mrs. Helen M. Hertz, Bakersfield.

Rockpile School, Kern County (2-teacher).—Wilbur O. Hoke, principal; Arvin.

Shafter High School.—E. P. Janes, principal.

Fresno County. Kingsburg: Washington, Lincoln, Roosevelt and Riverbend Elementary Schools. **Harrison:** Joint Kings County and Fresno County Elementary School. **Canal Elementary School**.—Helen Shafer, secretary, Fresno County Division, C. T. A., Selma.

* * *

Building America

SECOND series of the Building America illustrated studies of modern problems has begun publication with the printing of the picture-study on Our Constitution. This study shows pictorially how the Constitution was formed, amended and interpreted through the years and how recent legislation and Supreme Court decisions have affected the main issues before our people.

Building America studies are a new type of text material produced by the Society for Curriculum Study under a grant from one of the educational foundations. They are designed as pictorial units of study for use primarily in the social studies classes of the junior and senior high school.

The offices of Building America are in the Lincoln School of Teachers College, Columbia University, 425 West 123d Street, New York City.



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Streamlined Schools

(Continued from Page 10)

unbridled competition and aggrandizement, and the drunken drivers of autocracy, safe to the pleasant lanes and inviting roads of the American dream—a land of opportunity for all, freedom for those who can use it, and happiness and opportunity for increasing numbers as each new day dawns.

* * *

Flying Secretaries

Mabel A. Stanford

Chaffey Junior College, Ontario

TEN junior college secretarial students have enrolled in the Chaffey Junior College aviation department in a unique experiment to fit students for specific positions after graduation from vocational courses in junior college. These young women are not planning to become pilots or mechanics, but to become specialized secretaries in the aviation industry, where technical knowledge is essential.

The work which the young women do is largely special training in phrases and materials used in aviation, knowledge of which is necessary for a secretary in that industry. The young women are taking the regular aviation course.

The combination of secretarial training and technical aviation study is intended to be a part of an effort to establish such work in many fields of business. This first experiment has been effected through the co-operation of Dr. R. E. Berry, head, commerce department, Chaffey Junior College, Charles L. Turner, head, aviation de-

partment, and Emma Ordnung, instructor in secretarial training.

The experience is expected to fit the secretaries to find immediate places in the aviation industry when they have finished the course.

* * *

G. & C. Merriam Company, publishers of Merriam-Webster Dictionaries, Springfield, Massachusetts, have recently brought out the largest abridgement of Webster's New International Dictionary, second edition, entitled Webster's Collegiate Dictionary, Fifth Edition.

Webster's Collegiate Dictionary is so widely known and used that extended comment upon the new volume is unnecessary. It maintains the same high standards manifested in the earlier editions. All of the supplementary features of the fourth edition have been largely retained and helpful new ones added.

The Christmas

HORN BOOK

in which begins THE THREE OWLS NOTEBOOK
by ANNE CARROLL MOORE

A REQUIRED issue for everyone connected with Books for Children and Young People. It features a paper by Eric Kelly on "What is Christmas?"; an article on Christmas Stories, by Mary Gould Davis; a unique survey of Christmas in Books by Anne T. Easton; a special article by Marguerite Mitchell reviewing the new Foreign Picture Books, and the story of how Mrs. Bannerman was persuaded to write "Sambo and the Twins," by Horace Stokes. **ALSO** a 24-page booklet, illustrated, and a new Christmas carol (words and music) published here for the first time. Send this advertisement and 50 cents now for your copy or send \$1.00 for a trial subscription of three issues (for new subscribers only). Price for the year (six issues) \$2.50. Address

The Horn Book Magazine
264 Boylston Street Boston, Massachusetts



COMING

December 11—C. T. A. Conference on Modern Education. Hotel Biltmore, Los Angeles.

December 12—C. T. A. State Council of Education; semi-annual meeting. Hotel Biltmore, Los Angeles.

December 12—California Western School Music Conference (Southern District) annual fall meeting. U. C. L. A. Campus, Los Angeles. See also March 21.

December 14-16—Los Angeles City teachers institute.

December 16-18—Placer County teachers institute. Auburn.

December 29, 30—National Council of Geography Teachers, annual meeting. Syracuse, New York.

January 4—California State Legislature convenes. Sacramento.

February 20-25—N. E. A. Department of Superintendence annual convention. New Orleans.

March—State Department of Education annual conference on problems of curriculum and instruction. Northern California.

March 17-19—National Recreation Association Institute Conference, Western Division. Fresno. Glen Grant, managing director.

March 21-24—California Western School Music Conference. Fairmont Hotel, San Francisco.

March 22-24—California Secondary School Principals annual conference. Northern California.

March 28—Easter Sunday.

April 9—C. T. A. Conference on Modern Education. Palace Hotel, San Francisco.

April 10—C. T. A. State Council of Education; annual meeting. Palace Hotel, San Francisco.

May—Annual Conference on Industrial Education. State Department of Education and California Industrial Education Association. Northern California.

May—California Congress of Parents and Teachers annual convention. Pasadena.

June 7-13—Shut-In Week. San Francisco Shut-In Association, 150 Golden Gate Avenue; Peter R. Maloney, president.

June 21-27—The One Hundredth Meeting, American Association for the Advancement of Science. Denver.

June 26-July 1—N. E. A. annual convention. Detroit.

August 2-7—World Federation of Education Associations. Seventh biennial conference; Tokyo, Japan.

* * *

Education by Radio (a bulletin to promote the use of radio for educational, cultural and civic purposes) is published monthly by the National Committee on Education by Radio, 1 Madison Avenue, New York. S. Howard Evans is secretary.

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Q-362

35,000 Teachers are members of California Teachers Association

1. What is California Teachers Association?

It is the one state professional organization in which teachers of all types are members. Dues are only \$3.00 per calendar year.

2. How are the funds used?

One-third goes for local activities, i.e. conventions, public relations, assistance to members; two-thirds go for State work—publications, research, legal advice, etc.

3. What has C. T. A. accomplished?

1. Constitutional Amendment 16 which fixed education as the first duty of the State and insured a high standard of service for children and decent living conditions for teachers.

2. Salaries during illness.

3. Retirement salary for teachers after years of faithful service.

4. Tenure protection for good teachers faithfully performing their daily work.

5. Rural supervision. This feature of school practice guarantees good school conditions for children in the most remote areas of California.

6. Sabbatical leave. Many teachers and many schools may secure additional inspiration and better teaching through leaves granted to teachers who wish to study or travel in order that their understanding of educational and social problems may be broadened.

7. There are many other accomplishments that could be listed, among which are legislation pertaining to support of kindergartens, junior high schools and junior colleges, increased requirements for certification, etc. Greater than these, however, has been the defeat of unfavorable legislation which would have seriously crippled public schools and which would have deprived both children and adults of services to which they are entitled.

4. What may be expected in the future?

Study for improvement of teaching and teaching conditions.

The interests of public education protected.

Well-prepared material for school needs.

A program of public relations that keeps the people of California informed as to pending developments in public education.

5. Why should I be a member of C. T. A.?

California has 35,000 members who are willing to contribute their mite and might towards keeping California schools in the forefront.

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